

TKS Safeguarding and Child Protection Policy

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CONTENTS

1. Introduction
2. Policy statement, principles and aims
3. Terminology
4. Context
5. Key personnel in the school
6. Roles and responsibilities
7. Good practice guidelines for all staff
8. Abuse of trust
9. Children who may be particularly vulnerable including CME/SEND
10. Support for those involved in a child protection issue
11. Complaints procedure
12. If you have concerns about a colleague
13. Allegations against staff
14. Staff training and updates
15. Safer recruitment
16. Extended school and off-site arrangements
- 16a. Foreign exchange visits
17. Photography and images
18. E-safety
19. Children who may be the subject of an allegation
20. **Broader Safeguarding and Child Protection Procedures and Information**
 - Recognising abuse
 - Bullying
 - Indicators of abuse
 - Impact of abuse
 - Taking action
 - If you suspect a child is at risk
 - If a child discloses abuse
 - Notifying parents
 - Children with sexually harmful behaviour
 - Confidentiality and information-sharing
 - Reporting directly to child protection agencies
 - Preventing extremism
 - Changing rooms
 - Peer-on-peer abuse and Sexual harassment
 - Teaching children to be safe
 - Key service contacts

APPENDICES

- 1 Code of ethical practice for school staff
- 2 Whistle blowing code
- 3 Confirmation of receipt and understanding form
- 4 Safeguarding information for all staff (KCSIE 2018 Part 1 inc Annex A)
- 5 School welfare concern form

TKS Safeguarding and Child Protection Policy

- 6 Record of concern
- 7 Stepping Stones Code of Practice
- 8 Drugs and Substance misuse policy
- 9 Statement of Safeguarding in Parent Handbook

1. Introduction

Our core safeguarding principles are:

- We are responsible under God, for the welfare of all the children in our school
- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Policy statement

We recognise our Christian, moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Oxfordshire Safeguarding Children Board (OSCB) and also cover those in EYFS. This policy is available on the school website.

Principles

- The school will ensure that the best interests of children are given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

TKS Safeguarding and Child Protection Policy

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children \(last updated February 2019\)](#), [An Interagency Guide to Safeguard and Promote the Welfare of Children](#) draft for consultation April 2018) in respect of those children who have been identified as suffering, or being at risk of suffering harm. Updated guidance on Prevent, has been taken from Prevent Duty Guidance March 2015.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday, and therefore all children at TKS.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

4. Context

[Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

[Section 157](#) of the same act and the (Independent School Standards) Regulations 2014 require proprietors of independent schools like The King's School Witney, to have arrangements to safeguard and promote the welfare of children who are pupils at the school. Further guidance is also provided in the March 2018 document found at https://consult.education.gov.uk/school-frameworks/operating-the-independent-school-regulatory-system/supporting_documents/180214%20%20ISSAdvice%20v13.0draftforCS.pdf

New requirements came into force through KCSIE September 2016 and KCSIE May 2018 to be implemented from September 2018. This policy gives regard to the following documents:

- Disqualification under the Childcare Act 2006 (Update Sept 2018)
- What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (last updated February 2019)
- Information sharing (March 2015)
- Prevent Duty Guidance: for England and Wales (August 2015) (Prevent)
- The Prevent duty: Departmental advice for schools and childminders (June 2015)

TKS Safeguarding and Child Protection Policy

- Protecting children from radicalisation: the prevent duty (August 2015 with details of counter extremism helpline)
- The use of social media for on-line radicalisation (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (December 2017) updated May 2018: Peer on peer abuse

In 2017 the NSPCC reported that 51,000 children required child protection procedures. Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

TKS Safeguarding and Child Protection Policy

5. Key personnel:

The **designated safeguarding lead** for child protection in this school is: Steve Beegoo - Principal

Contact details:

Steve.beegoo@tkswitney.org.uk 01993 778463

The **deputy DSL** in this school is: Adrienne Blakey (Who is also Head of Stepping Stones)

Contact details:

Adrienne.blakey@tkswitney.org.uk 01993 778463

The Manager of Stepping Stones is the lead practitioner for safeguarding in the EYFS.

The **safeguarding secretary** in this school is: Lesley West

Contact details:

Lesley.west@tkswitney.org.uk 01993 778463

The **nominated safeguarding governor** for this school is:

Mark Eley

Contact details:

office@tkswitney.org.uk 01993 357013

The **Headteacher of Primary** is: Kate Evans

Contact details:

Kate.Evans@tkswitney.org.uk 01993 778463

The **Headteacher of Secondary** is: Jeremy Blakey

Contact details:

Jeremy.blakey@tkswitney.org.uk 01993 778463

LINK SOCIAL WORKER (WEST OXON) – Kelsie Cooke/Kerry Sykes 01865 816669

LOCALITY AND COMMUNITY SUPPORT SERVICE Link Worker: Mike How 07917 599175 and Debi Milner 07827822620

TKS Safeguarding and Child Protection Policy

6. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance as the DSL. The local authority maintains a list of all **designated safeguarding leads (DSLs)** for safeguarding and child protection. The LADO is responsible for providing advice and presiding over investigations of any allegation or suspicion of abuse directed against anyone working for the school. Allegations are reported to the LADO within one working day.

The school has ensured that the DSL:

- is appropriately trained
- ensures staff are suitably trained
- provides termly written updates to staff, governors and regular volunteers
- acts as a source of support and expertise to the school community
- has an understanding of OSCB procedures
- takes responsibility for on-line safety in regards to safeguarding issues
- takes responsibility for the attainment of 'looked after children', or previously looked after children
- is aware of Locality and Community Support Services based in Witney
- will make prompt contact with LCSS or OSCB within 24 hours where a child is at risk
- will make prompt contact with LADO within 24 hours where an allegation is made against a staff member
- will make prompt contact, within 24 hours with the police if a criminal offence is suspected
- will make will make prompt contact, within 24 hours with Channel if terrorism linked concerns arise
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with latest guidance and local procedure
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that induction training for new staff and relevant volunteers includes the reading and understanding of the safeguarding policy, the behaviour

TKS Safeguarding and Child Protection Policy

policy, staff code of conduct, the whistleblowing policy, the role of the DSL, CME, online safety, Prevent, acceptable use of ICT, and understanding of part 1 of KCSIE with Annex A. See induction checklist on T-drive

- ensures that the child protection policy is updated annually
- liaises with the nominated governor and principal as appropriate
- keeps a record of staff attendance at child protection training
- makes this policy available to parents.

The **deputy** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. Their status will be clear in their job description.

The **governing body** ensures that the school has:

- a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training
- an annual review of the Safeguarding Policy
- child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal or head teachers
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf and KCSIE Part 3)
- A training strategy that ensures all staff, including the principal, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member to be responsible for liaising with the local authority (LADO) and other agencies in the event of an allegation being made against the principal. This is the Chairman of governors, the Safeguarding Governor or the vice chair in their absence.

The Principal:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

TKS Safeguarding and Child Protection Policy

- ensure the DSL has safeguarding responsibilities made clear in their job description
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures the DBS and Teacher Regulation Agency (TRA) are reported to, should the school dispense with the services of a staff member because of unsuitability to work with children, or where the school would have done so had the person not resigned
- ensures that in the EYFS OFSTED is notified by a report within 14 days if there is an allegation of serious harm or abuse in contact with EYFS children at the school or elsewhere
- ensures that the child's safety, e-safety, protection from radicalisation and general welfare is addressed through the curriculum.

TKS Safeguarding and Child Protection Policy

7. Good practice guidelines for all staff

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- recognising each child is God's uniquely precious child
- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener, especially at playtimes, in corridors or when 'alongside'
- if a disclosure is being made, never promising confidentiality, and not asking leading questions
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- being ready and prepared to report to line managers anything of even low level concern
- being ready and prepared to report to the DSL or deputy DSL in line with this guidance
- being ready to immediately refer to children's social care agencies without further investigation where there is a risk of serious harm
- use common sense in line, with this guidance provided, to avoid situations open to allegations being made eg. Music tuition, sports coaching, one-to-one teaching, personal communications, prayer.
- keep all working with children in a visible, open location, with transparent windows, wherever possible, reporting to senior staff should this not occur

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 will be a criminal offence, even if that child is over the age of consent.

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).

9. Children who may be particularly vulnerable

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- under EHA (Early Help Assessment) procedures
- have been a looked after child
- disabled or have special educational needs (SEND)
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- frequently absent from school or at risk of being a CME
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

We ensure these vulnerable children have ready access to relevant support staff, as we recognise the greater risk of these children being harmed by others. Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats if this is necessary.

Where a pupil is absent we aim to discover the reason directly from the parent or guardian within 24 hours. Should a child leave the school at non-standard points, the Local Authority will be informed.

Children with SEND who may have a higher risk of need of restraint, will be considered by the relevant SENCO and DSL, so that procedures are in place to reduce the likelihood of any physical intervention by staff.

10. Support for those involved in a child protection issue

TKS Safeguarding and Child Protection Policy

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

11. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the principal, the head teachers and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

12. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that **the welfare of the child is paramount**. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the principal. Complaints about the principal should be reported to the chair of governors.

13. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed as set out in our allegations management policy. It is rare for a child or adult to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that

TKS Safeguarding and Child Protection Policy

some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the principal. Allegations against the principal should be reported to the chair of governors. Appendices 5 & 6 contain a form to help record and communicate in writing to the principal the allegation. (See Allegation Management Policy for further details)

14. Staff training and updates

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Annual updates will be given through staff meetings and INSET, and there will also be termly written updates through a safeguarding newsletter. New staff and governors will receive training during their induction. All staff, including the Principal will receive generalist training that is updated at least every three years and the DSL will receive specialist training updated at least every two years, including training in inter-agency procedures.

TKS Safeguarding and Child Protection Policy

15. Safer recruitment

Our school ensures that we do our utmost to employ 'safe' staff by following the requirements in the latest version of Keeping Children Safe in Education taking advice from the local authority and following the school's individual procedures as a ministry of Oxfordshire Community Churches (Recruitment and Appointment Policy).

Safer recruitment means that all potential employees will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the DBS procedures as appropriate
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. Also, if a staff member lives with anybody who is disqualified from working with children, then they will need to inform the school about this, so we can risk assess any associations. Further higher level checks will be carried out on managers (s128).

16. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities with our pupils, we will monitor with a staff member present and check that they have appropriate safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

16a. Foreign exchange visits

We now require an enhanced DBS from any member of the host family, over the age of 16, where they will have regular unsupervised contact with the child or children in the placement. We work with partner schools abroad to obtain assurances about host families and risk assess these arrangements.

17. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place. Recently voyeurism termed upskirting has also become a criminal offence, where phones are used to take pictures under the clothes of others. This is totally inappropriate in our school context.

TKS Safeguarding and Child Protection Policy

To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them

There are specific procedures and regulations related to the Stepping Stones FSU (Early Years), of which all staff must be aware. These are:

- Any staff mobile phones brought into the setting must be kept in a secure location away from children (ie phones with cameras must be placed in the lockable cupboard in the smaller classroom).
- If staff need to receive or send calls, this must be done in the staff room during their lunch break or before/after the setting has opened/closed and any children have arrived in the setting. They must not be used when children are in the setting.
- In exceptional circumstances (eg illness of a family member), staff may keep their phone on them with their manager or deputy's permission.
- Any parents helping in Stepping Stones need to be informed of this policy and follow the same guidelines.
- A mobile phone will only be used by a designated staff member to send or receive emergency phone calls during Forest School sessions or setting trips. The camera on the phone must not be used on these occasions.

Use of cameras and photos policy

- Parental permission for photos to be taken of children during setting hours will always be sought (this is included in the home-school agreement form).
- Parents have the option to request that photos of their children are not used for marketing purposes or put on The King's School's web site.
- Photos or videos taken by parents or other adults (eg at a school event or on a school trip) are not to be posted on internet websites (eg *You Tube*) or social networking sites (eg *Facebook*) if they contain images of Stepping Stones children other than family members. Parents sign a home-school agreement form when their child starts and this includes a statement to this effect.
- Staff may use photographs taken on the setting's cameras for recording children's achievements and progress (eg in Learning Journeys) or for classroom displays.
- Photos taken by staff may also be used for marketing the setting or on the school web site if parental permission has been given.
- Any photos taken by staff will be stored ultimately on the school T-drive or O-drive.
- Photos of Stepping Stones children must not be stored on staff laptops or PC's other than temporarily for purposes of printing them off for Learning Journeys or displays

TKS Safeguarding and Child Protection Policy



etc. Any photos must be transferred to the school computer network for secure storage or deleted once this process is completed.

- If photos are sent via email they must be password protected.

TKS Safeguarding and Child Protection Policy

18. E-Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Children are taught how to stay safe on-line.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Children only have supervised access, and this only on school protected and professionally filtered computer and software platforms. Children are not allowed access to their own devices without the express permission of senior members of staff.

Sexting has also become a cultural issue among teenagers especially, with 1 in 10 now making and sending inappropriate pictures of themselves. Any such discovery of this occurring should be reported to the DSL immediately, and action will be quickly taken to protect and advise. Pupils are not permitted to use mobile technology during school hours unless specifically granted by a member of senior staff.

Further details can be found in the E-Safety policy, which includes on-line safety.

19. Children who are the subject of an allegation

A third of those who have sexually abused a child are themselves under the age of 18. Many children are abused by other children or young people. Unless the problem is recognised and help provided, a young person who abuses other children may continue abusing as an adult.

This is an especially difficult issue to deal with, partly because it is hard for us to think of children doing such things, but also because it is not always easy to tell the difference between normal sexual exploration and abusive behaviour. Children, particularly in the younger age groups, may engage in such behaviour with no knowledge that it is wrong or abusive. For this reason, it may be more accurate to talk about sexually harmful behaviour rather than abuse. It is our responsibility to report any disclosure to the DSL. Where it is alleged a pupil has been an abuser, the DSL will determine the relevant communication to parents and reporting to other agencies. Any staff member may, of course, contact other key agencies listed below as they deem appropriate. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

TKS Safeguarding and Child Protection Policy

20. Broader Safeguarding and Child Protection Procedures and Information

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are five categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and domestic abuse.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness). It will be made clear to parents that physical chastisement that causes a bruise is illegal, where the school is made aware this has occurred. FGM is a illegal and a form of physical abuse and staff must report this to the police on discovery.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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

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

TKS Safeguarding and Child Protection Policy

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Child sexual exploitation (CSE) is clearly defined in Working Together to Safeguard Children (last updated February 2019) and Child Sexual Exploitation Feb 17 (definition and guide). It is important to remember that a child cannot give consent to any sexual activity.

Neglect

Neglect is 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children last updated February 2019\)](#)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. If any bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the principal will consider implementing child protection procedures.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

TKS Safeguarding and Child Protection Policy

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. Please use the concern forms in the appendix.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. The mission of the school is to prepare the pupils for God's purpose, and such abuse is a major hindrance to seeing children fulfil God's potential for them.

Taking action

TKS Safeguarding and Child Protection Policy

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL by the end of the day
- if the DSL is not around, ensure the information is shared with the deputy DSL, the safeguarding secretary or the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern which is readily available from the staffroom, and is included in the appendix
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. If the child does begin to reveal that they are being harmed you should keep a written record of all they say and report this to the DSL immediately. You may always contact children's social care services yourself without reference to school staff if you wish to do so.

If a child discloses information to you

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.

TKS Safeguarding and Child Protection Policy

- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The DSL will make an immediate referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Remember, you can always make a referral yourself to children's social care if you wish to do so.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary.

However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse

TKS Safeguarding and Child Protection Policy

themselves and the child protection procedures will be followed for both victim and perpetrator. Sexting is considered as a sexually harmful behaviour. We take regard to the UKCCIS Guidance '[Sexting in Schools and Colleges](#)' (2016) and Sexual violence and sexual harassment between children in schools and colleges: Advice for schools and colleges (May 2018).

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL or deputy, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles and the GDPR regulations. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Records of concern and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

TKS Safeguarding and Child Protection Policy

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher, the principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

Preventing Extremism

The school has looked at the challenge of preventing extremism, and as part of safeguarding children's welfare:

- employs robust filtering of on-line materials
- seeks to deliver a curriculum built on Christian tolerance and mutual respect
- supports the teaching of fundamental British values
- is vigilant to signs of vocal or active extremist tendencies among the pupils and parents
- implements a non-partisan policy, a behaviour policy and an SMSC policy

All these measures help prevent radicalisation and extremism from being present in the school community. The school has regard to the 'Prevent' strategy and the Counter-Terrorism and Security Act 2015, and staff have received Channel training.

Changing Rooms

Teachers do not routinely stay in changing rooms and only appear sporadically to monitor and supervise where behaviour management or safety appear to be an issue, holding the door open while addressing those in the changing room. Male teachers would only enter the boys changing room and female teachers the girls changing room, unless there was a safeguarding concern. Pupils are taught to report immediately to PE staff, or their tutor where any concerns arise during changing procedures.

Peer-on-peer abuse and Peer Sexual Violence or Harassment

Pupils may abuse each other, and it is important to be aware that this is as serious as any other form of abuse. Such abuse should be reported in the same way as other serious abuse referred to in this document. We reduce the risk of peer-on-peer abuse through our promotion of our whole school Christian ethos, which we want to extend beyond the school environment. Teachers work together with parents to train good Christian character throughout the school. The school further reduces the risk of peer-on-peer abuse by the ready access that pupils have to staff members, on a small site, where we have high levels of supervision due to the lower numbers of pupils present. We record any concerns on our

TKS Safeguarding and Child Protection Policy

internal systems and staff report to the DSL any serious concerns arising around peer-to-peer abuse.

Our internal pastoral and behaviour management staff would seek to support change in behaviour and attitude in any perpetrator, and bring immediate support to the victim in full communication with parents and support staff.

External safeguarding agencies, such as the LCSS will be informed for advice should this come to the attention of the DSL. Such abuse can be perpetrated through the use of technology, such as through 'sexting' (youth produced sexual imagery) or 'initiation ceremonies', but also through inappropriate language and conversation, which should never be passed off or excused as 'banter'. Although these issues may be addressed through behaviour management procedures, safeguarding concerns **must** also be raised. The recent government advice contained in 'Sexual violence and sexual harassment between children in schools and colleges ((Updated May 2018)' further covers effective handling of peer abuse.

Teaching Pupils to be safe

Children are taught in age appropriate ways how to keep themselves safe. For example 'stranger danger' is taught in the early years, along with what are good secrets and bad secrets. As pupils gain in age, the pupils address issues such as self-harming or on-line abuse through the PSHE curriculum. This is usually presented through the primary class teachers and secondary tutors. As issues arise teachers also adapt their planning to address topical issues where these have come to light, eg. Fear of Missing Out (FOMO) or addressing the root causes of suicidal thoughts

TKS Safeguarding and Child Protection Policy



Key service contacts:

Children & Families Assessment Team (Witney) 01865 816669*
Local Community Support Service (LCSS) 0345 2412703*(N)
(For no names consultation) 0345 2412705 (C)
0345 2412608 (S)

Out of Hours Team 0800 833408
MASH team 0345 0507666
Email : LCSS.North@oxfordshire.gov.uk

Local Authority Designated Officers

Alison Beasley (LADO) 01865 815956
07833 436649
Donna Crozier (Assistant LADO) 01865 816382
07901 331799
Sandra Pasquet (Assistant LADO) 01865 323457
07785453264
Hannah Burke-Smith (Assistant LADO) 01865 813032
Email: Alison.Beasley@Oxfordshire.gov.net ;
Donna.Crozier@Oxfordshire.gov.net

Other Numbers

Witney Early Intervention Hub 01865 328730
Channel (regarding radicalisation concerns) 0845 050 7666

Police

Child Abuse Investigation Unit 01865 335200

Oxfordshire Safeguarding Children Board

Address

County Hall
New Road
Oxford
OX1 1ND

Main Number 01865 810628
Training Team Number 01865 328978
Email: oscb@oxfordshire.gov.uk

Website: www.oscb.org.uk : Other contact details available

Social Service West Link Worker (Kelsie Cooke/Kerry Sykes) 01865 816669*

TKS Safeguarding and Child Protection Policy

Appendix 1

Code of ethical practice for school staff (including volunteer staff members and governors)

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent Christian role model for our children.

All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- not solicit friendship with pupils through social media
- be aware of and understand the whistleblowing policy
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- make known to school staff if they live with someone who may be disqualified from working with children

I do not live with any person who I know to be involved in, or support, any unlawful extremist conduct.

Staff name _____

Signature _____

Date _____

TKS Safeguarding and Child Protection Policy



TKS Safeguarding and Child Protection Policy

Appendix 2

Whistle blowing policy for issues relating to children and young people

Purpose of the policy

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use

The whistle blowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

TKS Safeguarding and Child Protection Policy



Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

TKS Safeguarding and Child Protection Policy

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistle blowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the head teacher or principal.
- If the principal is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within

TKS Safeguarding and Child Protection Policy

10 working days. The timescale for subsequent feedback should then be agreed.

Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded

Process and Outcome

The principal or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community, including governors, may be asked to provide information or advice.

- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
 - No poor practice or wrongdoing is established and the case is closed
 - The concern has some substance and the subject of the concern will receive advice and support from the principal to improve practice
 - Poor practice or wrongdoing is established and disciplinary proceedings are initiated
 - The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

3rd Floor, Bank Chambers, 6-10 Borough High Street, London SE1 9QQ

020 7404 6609

whistle@pcaw.co.uk

www.pcaw.co.uk

TKS Safeguarding and Child Protection Policy

Appendix 3

Confirmation of receipt and understanding of safeguarding children and child protection policy

Name:

Date of joining school:

Post:

Date of first induction:

Name and designation of staff member responsible for your line management & induction:

- I confirm that I have received, read and understood the school safeguarding and child protection policy
- I have never had a child placed under a care order
- I have never had a childcare registration cancelled or refused (*except for non-payment)
- I have been made aware of my duty to safeguard and promote children's welfare, including protecting from radicalisation and extremism.
- I have read and understood part 1 of Keeping Children Safe in Education (Sept 2019).
- I have read and understood the Allegations Management Policy
- The procedure for reporting concerns about a child has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the office for the designated safeguarding lead:

TKS Safeguarding and Child Protection Policy

Appendix 4

Safeguarding information for all staff (From KCSIE Sept 2018- Part 1)

KCSIE Part one: Safeguarding information for all staff

Link to :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
 7. All staff have a responsibility to provide a safe environment in which children can learn.
 8. All staff should be prepared to identify children who may benefit from early help.1
- Early help means providing support as soon as a problem emerges at any point in a child's

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

life, from the foundation years through to the teenage years.

9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. All staff should be aware of their local early help process and understand their role in it.

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should

TKS Safeguarding and Child Protection Policy

never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

19. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 43-53 of this guidance.

20. Departmental advice *What to do if you are worried a child is being abused - Advice for practitioners* provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

21. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

22. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

23. If staff have any concerns about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have

TKS Safeguarding and Child Protection Policy

concerns about a child.

24. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

25. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

26. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances the safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

27. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

Early help

28. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

29. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local authority's referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child

TKS Safeguarding and Child Protection Policy

who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

30. The online tool Report child abuse to local council directs to the relevant local children's social care contact number.

What will the local authority do?

31. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. The referrer should follow up if this information is not forthcoming.

33. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

34. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

35. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher

TKS Safeguarding and Child Protection Policy

must report this to the police. See Annex A for further details.

9 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

38. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

39. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

40. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

41. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

42. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: Advice on whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

11 Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Indicators of abuse and neglect

43. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

44. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

45. 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.

46. 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

TKS Safeguarding and Child Protection Policy

learning, or preventing the child from 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.

47. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

48. 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, for example, 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.

Specific safeguarding issues

49. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

50. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

51. All staff should be clear as to the school or college's policy and procedures with

TKS Safeguarding and Child Protection Policy

regards to peer on peer abuse.

52. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

53. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Annex A Index

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Additional advice and support

Children and the court system

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrenched conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge- what is domestic violence/effects of domestic violence on children

Safe young lives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: here.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹³ that requires a different approach (see following section).

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.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as

TKS Safeguarding and Child Protection Policy

appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

Forcing a person into a 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 of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. This duty is known as the Prevent duty. Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁷ to the need to prevent people from being drawn into terrorism”.¹⁸ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

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 and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and

TKS Safeguarding and Child Protection Policy

initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that

TKS Safeguarding and Child Protection Policy

penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²² It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead or deputy.

Further guidance can be read in the full document KCSIE May 2018

(This has been taken directly from KCSIE Sept 2018)

TKS Safeguarding and Child Protection Policy



Appendix 5

School welfare concern form (general)

Use this form to record any concern about a child's welfare and give it to the designated safeguarding lead (DSL) or deputy DSL responsible for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person immediately.

Child's full name

Your name

Class and form tutor or teacher

Date of this record

Record of what has been said or observed noting full dates, names and times:

Have you recorded your concern on our database?

Date and time you **handed this form** to the designated person or deputy, or to the administrator (do not place this in a pigeon hole)

TKS Safeguarding and Child Protection Policy



Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this child? Yes No

If not please explain:

Further details

TKS Safeguarding and Child Protection Policy

Appendix 6 :Child Protection Record of Serious Concern

Record of serious concern: _____ School

Child's details

Full name

Address

Telephone

Date of birth

Gender: Male Female

Is the child looked-after by the local authority or are there any other legal family arrangements?

(for example, a residence order)

When was the child first admitted to this school?

Ethnicity and culture

Religion

Does the child have any disability or special educational need? Yes No

Please specify

Preferred language of child

Is any type of language support required to converse with the child? Yes No

Please specify

TKS Safeguarding and Child Protection Policy



Does the child know this form has been completed? Yes No
If not, why not?
If yes, what did the child say?

Details of those with parental responsibility

Name(s)

Address

Telephone

Relationship to child

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

TKS Safeguarding and Child Protection Policy



How does this disability or special need affect the child?

Details of any siblings

Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?

Has a Common Assessment Framework (CAF) been completed for this child?

Yes No

Please give date and reason for the CAF

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself

What have you observed and when?

(This relates to anything you have personally witnessed)

TKS Safeguarding and Child Protection Policy



What have you been told and when?

(Write here anything you have been told by the child or any other person. Be clear about who has said what)

What have you heard and when?

(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

Your details

Full name

Position

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy



Do those with parental responsibility know this form has been completed?

Yes No

If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first

Does the child have any visible injury, or have they told you they have been injured?

Yes No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

TKS Safeguarding and Child Protection Policy



If this record has been handed to anyone other than the designated person please explain why

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

NB: If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.

TKS Safeguarding and Child Protection Policy

Appendix 7

SSFU Safeguarding Code of Practice and Missing Child Procedure 2019-20

Please note:

This Code of Practice must be read in conjunction with The King's School Safeguarding Policy, the SSFU Mobile Phone Policy and the SSFU Use of cameras and photos policy

1. **General Guidelines**

a) The King's School Safeguarding Policy

All staff and parents/carers should familiarise themselves with The King's School Safeguarding Policy. Staff have a duty to pass on any safeguarding concerns about a child in their care to the Designated Lead (or in his absence the Deputy Designated Lead). The Safeguarding Designated Lead (or deputy) will decide whether to make a referral to children's social care or whether some other action is appropriate. Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

b) Designated Lead

Mr Steve Beegoo (Principal) is the Safeguarding Designated Lead for The King's School, including Stepping Stones. Mrs Adrienne Blakey is the deputy Designated Lead in Mr Beegoo's absence.

c) Training

All staff will receive OSCB approved safeguarding training in order to be able to identify any possible child at risk and know the correct procedures to follow when concerned about a child.

d) Record Keeping

- A register of all children attending each session must be kept. This must record the names and exact arrival and departure times for all children and any children visiting the setting.
- A form must be completed by staff members who witness and deal with an accident or incident which occurs to a child during a Stepping Stones session. Parents need to be informed wherever possible on the same day and sign the form as soon after the accident/incident as possible.

TKS Safeguarding and Child Protection Policy

- Staff also need to record if a child arrives at the setting with a pre-existing injury (eg a broken arm or large bruise) using the existing injuries form and a body map form to show the location of the injury if appropriate.
- Visitors to Stepping Stones are required to sign in and provide proof of their identity to office staff at the main entrance on arrival.

e) Absence

Parents are requested to inform school by email or by phone if their child is absent for any reason before the start of the school day. If a child is absent without a reason, we will aim to follow this up with parents by phone, text or email by 9.30 am.

f) Supervision of Children

- Appropriate ratios of adult to children should always be maintained (*see Statutory Framework for the EYFS*).
- Where possible the setting should be organised so that staff can have a clear view of children. Children must usually be within sight **and** hearing of staff and always be within sight **or** hearing.
- Parent helpers should have up-to-date enhanced DBS checks, a record of which should be kept by the school office. Where parents or other adults come in to the setting without an enhanced DBS check, they must not be allowed to have unsupervised access to children. Under 17's (eg work experience students) must not be left on their own with children and should be supervised at all times.
- Only those members of staff who have been appointed through the safe recruitment appointment procedure (or very occasionally parents with up-to-date enhanced DBS checks) should assist children using the toilets, change nappies or help children who have had an accident or who require a change of clothes. Wherever possible, this should be done by the child's key person.
- Adults must never smack or hit a child under any circumstances and must not use or threaten any punishment which could adversely affect a child's wellbeing. Adults should not shout at a child unless it is an extreme situation that demands a raised voiced, such as when a child is in danger of injuring themselves or others.
- Touch should always be related to the needs of the child, not the staff member.
- Where the smaller classroom area needs to be sectioned off for group times with one member of staff, we will operate a random 'check-in' policy where another member of staff will look in on the group time (this will normally be carried out by third member of staff).

TKS Safeguarding and Child Protection Policy

- In dealing with children's behaviour, staff should be alert to the possibility of peer-on-peer abuse and making clear the kind of behaviour which is unacceptable between children. They should also encourage children to be assertive in the way they respond to inappropriate requests or demands from other children and to speak up about any forms of behaviour they experience from other children which are inappropriate or potentially abusive.

2. What happens if children go missing during an SSFU session?

All staff will ensure that no child leaves the building or outside play area unless they are with their parent or a suitable adult who has been given the parent's authorisation. However, if a child does go missing, all Stepping Stones staff and The King's School office will be alerted and Stepping Stones staff will search the building and outside areas making sure a staff member/members are left to look after the other children in the setting (see missing child procedure below). If the child cannot be found within a reasonable amount of time the parents, police and local child protection officer will be contacted and child protection procedures put into action.

Missing Child Procedure

Each staff member will be given a responsibility as outlined below depending on the number of staff in the setting on that day. A similar procedure will take place on any trips or visits outside Stepping Stones. See trip risk assessments for details.

Staff member 1 (Manager or Deputy)

Ring TKS office and ask them to check area outside TKS senior building. *If only 2 SSFU staff are working in the setting they also need to ask the TKS administrator to arrange for a member of TKS staff to carry out the role of staff member 3 (see below). Staff member 1 will then stay with children in the setting.

Staff member 2

Check SSFU outside area, the main car park and field and then the primary school building (if a 4th staff member is available they could be responsible for checking the internal buildings).

Staff member 3

Check TKS playground and The Ark and car park near The Ark and then the senior school building. (*This role could be done by available TKS staff if there are only 2 SSFU working in the setting at the time of the incident.)

Once the child has been found, all Stepping Stones Staff and The King's School office should be informed as soon as possible.

3. Child Collection Policy

TKS Safeguarding and Child Protection Policy

- In order to satisfy legal requirements, all children **must** be collected by their parents at the end of a session, unless another adult has been authorised to do so. Parents must inform Stepping Stones staff of any person, other than a parent, who is likely to bring or collect their child from Stepping Stones, using the Child Collection Authorisation Form we provide.
- Where children are collected by an authorised person who is not the child's parent, this person will be required to sign our child collection book.
- Any additions to the names on the child collection authorisation form should be made in writing. In an emergency, a parent can inform the school office by telephone of alternative collection arrangements.
- Parents who wish to collect their child before the session ends must notify us in writing, by phone or verbally when dropping off their child at Stepping Stones.
- If a child arrives early/late or departs early/ late the exact time of arrival or departure will be recorded in the register.
- It is the parents' responsibility to ensure that suitable arrangements are in place for the supervision of their children both before the start and after the end of the Stepping Stones school day.

4. What happens if parents/carers fail to arrive to pick up their child?

Parents need to be on time to pick up their child at the end of the session, as being late not only affects the child's well-being but also that of staff and other children in the setting. If parents/carers know they are going to be late because of an emergency situation, they should inform Stepping Stones by ringing the school office if at all possible. If parents/carers are more than 10 minutes late the following procedures will take place:

- 1) 10 minutes after the session ends we will try to phone parents/carers to see what has happened and why they are late.
- 2) This process will be repeated after a further 10 minutes if we cannot contact them on any of the phone numbers they have given us.
- 3) If there is still no response from them, we will contact Mr Beegoo (Safeguarding Designated Senior Person) for advice. We will stay with the child and offer them reassurance that a member of staff will stay with them until their parent/carer arrives. The police will need to be called in the event that no staff are available.
- 4) If parents are **persistently late** in collecting their children we will have to charge a late pick up fee. This will be charged at £10 for up to 30 minutes and then £20 for anytime afterwards. The payment reflects the cost of paying 2 members of staff to care for children outside of the setting hours. A verbal reminder of the child collection policy from the Stepping Stones Manager (or the Deputy in her absence) and a letter from the King's School Bursar will always precede any fee being levied.

Reviewed September 2019

Next review September 2020

TKS Safeguarding and Child Protection Policy



TKS Safeguarding and Child Protection Policy

Appendix 8

Drug and Substance Misuse Policy

Policy last updated: 23/10/2014

Review

The policy is to be reviewed annually with respect to:

- Its effectiveness, as judged by involved members of the school community
- Changes in the law, health advice or best practice as advised by recognised national agencies
- Substantial changes in local drug use or advice from recognised local agencies

Staff responsible

The overview of the contents of the policy is the responsibility of the School Health & Safety Officer and the Principal. The implementation of this policy is the responsibility of the Principal in matters of dealing with drug-related incidents and appropriate teaching staff in matters of drug education.

School Ethos

The school aims to instil biblically-based standards of behaviour and character in its pupils and staff in an atmosphere of care and encouragement. The purpose of this is to equip pupils to live responsible, moral lives, recognising that biblical standards appertain to the whole person and the whole of life. This training is broadly achieved by a process including teaching and accountability, by providing appropriate role models, by partnership between school, parents and church communities, and by empowering pupils to make right choices. The school believes that it is not sufficient to merely inform pupils in order that they may make informed choices; they need to be empowered to make wise choices and to continue to make them.

This policy should also be read in conjunction with the following policies:

Health and Safety

Discipline/behaviour policy

SPSD policy

Schemes of Work (Biology)

In summary, we recognise that the possession and or use of drugs by pupils and staff is inappropriate to the ethos of the school, potentially harmful to the well-being of the pupil and may well be illegal.

TKS Safeguarding and Child Protection Policy

Definitions

For the purposes of this document, the following definitions are made:

A drug is defined as a substance that has a psychotropic and/or physiological affect. In the context of a school in the UK, this definition, in practice, includes the following substances:

- All illegal drugs (Class A,B & C substances under The Misuse of Drugs Act, 1971)

Examples: Crack cocaine, Cannabis, Ecstasy

- Tobacco
- Alcohol
- Prescription drugs held without prescription

Examples: Barbiturates, Diazepam

- Non-prescription medicines used without parental consent

Example: Paracetamol

- Solvents

A drug-related incident is a set of circumstances that implicitly or explicitly connects any of the following to the presence, possession or usage of a drug:

- a member of the school community in school hours, in school time, in school uniform or during a school occasion
- the school premises
- a school occasion

In school hours includes the period of transit to and from school (normally in school uniform)

The school premises are defined as the buildings and surrounding bounded area of The King's School, New Yatt Road, Witney OX29 6TA

A school occasion is an extra-curricular activity or event with which the school may be identified. Such occasions may or may not be on the school premises and during normal school time. Examples include educational visits, overseas trips, residential events, sporting fixtures.

TKS Safeguarding and Child Protection Policy

Aims of the policy

The school recognises that drug use is widespread in current culture; this covers a wide range of substances taken for a variety of reasons. In this cultural climate, we recognise the real possibility of occurrence of school drug-related incidents. We also recognise that there is a high likelihood that pupils will be exposed to situations where views and choices over drug use will have to be made by them, during and beyond their tenure in the school. The broad aims of this policy are therefore twofold; reflecting both responsive and pro-active action.

Firstly, the policy aims to give clear procedures for responding to and managing drug-related incidents in order to maintain the school as a safe, drug-free environment.

Secondly, the policy aims to equip pupils to be informed about the prevailing culture, the medical and legal aspects of drug use

Expected standards of behaviour

Pupils and Adults are expected to comply with the following code of behaviour:

Drugs

1. Illegal drugs, prescription drugs outside of prescription, solvents and associated drug paraphernalia are not permitted on the school premises, in school time or on school occasions.
2. Pupils are not permitted to be under the influence of said substances whilst at school, in school time or school occasions.
3. Prescription drugs: Pupils are only permitted to be in the possession of prescription drugs if they are being currently taken by the pupil under prescription, if administration is necessary in school time to execute the requirements of the prescription, and if the school is notified of this by the parents.

Alcohol

1. Alcoholic beverages are not permitted on the school premises. Ethyl and other alcohols are held securely on the premises only as laboratory reagents, or are produced in small quantities in recognised laboratory experiments with the appropriate risk assessment.

TKS Safeguarding and Child Protection Policy

2. Pupils and staff are not permitted to be under the influence of alcohol whilst at school, in school time or school occasions.

Smoking

1. The school premises are 'no smoking' areas at all times for any personnel. Pupils are not permitted to be in possession of smoking materials, including matches and lighters. Cigarettes in small quantities may be held by science staff on the school premises only for educational purposes (for example recognised laboratory experiments with the appropriate risk assessment).

Response to drug-related incidents

Given the definition above, a 'drug-related incident' is broadly one or more of the following circumstances:

- The presence of drugs or related paraphernalia on school premises or occasions
- Possession of drugs by an individual on school premises, in school time or on school occasions
- Use of drugs by an individual on school premises in school time or occasions
- Supply of drugs on school premises in school time or occasions
- Disclosure of information by individuals about their own drug use
- Reports of drug use by individuals associated with the school
- Unsubstantiated reports of drug use by individuals associated with the school

The appropriate response to an incident is concomitant to its severity; this is dependent on the degree of danger to pupils, morale of the school community, legality, previous drug incidents, and the nature and quantity of the substances involved.

On the identification of a drug-related incident, the following actions will be followed:

- Any medical emergencies will be dealt with as per the First Aid policy.
- In the interests of health and safety, in the event of a pupil being found in possession of drugs, drug paraphernalia, alcohol, smoking materials, these will be confiscated and retained by the head teacher and this recorded in writing.
- In cases of substance use/misuse or supply on the premises, or on a school occasion, the case will be discussed with the pupil and a written record taken at the earliest opportunity. Parents/carers will be informed by the head teacher as soon as possible.
- The governing body will be informed of drug-related incidents at an early stage and involved in the response.
- Any illegal substances found or voluntarily surrendered will be recorded in writing and submitted to the local police station.

TKS Safeguarding and Child Protection Policy

- While there is no legal obligation to inform the police of all drug-related incidents, they are likely to be involved at the discretion of the head teacher in consultation with governors and staff.
- The support of outside agencies will be sought if appropriate.
- If a young person admits to using or supplying substances out of the jurisdiction of the school, the head teacher will inform the parents/carers in the first instance and other agencies as appropriate.
- The school will consider each incident individually and will make a disciplinary response in accordance with the disciplinary policy, and specific agreement between the Principal and the governors.

Drug Education

The school provides a planned drug education curriculum through the following:

- The National Curriculum science order outlines the content of the statutory drugs education:
 - i. At Key Stage 3, 11-14 year olds should be taught that abuse of alcohol, solvents, tobacco and other drugs affects health; that the body's natural defences may be enhanced by immunisation and medicines; and how smoking affects lung structure and gas exchange.
 - ii. At Key Stage 4, 14-16 year olds should be taught the effects of solvents, tobacco, alcohol and other drugs on body functions.
 - iii. These are incorporated into the biology schemes of work.
- PSHE reflects other discretionary topics (see QCA schemes of work etc) that reflect knowledge, understanding, attitudes and social skills: this will :

Enable pupils to make healthy, informed choices

Promote positive attitudes to healthy lifestyles

Provide accurate information about substances

Increase understanding about the implications and possible consequences of use and misuse

Widen understanding about related health and social issues

Enable young people to identify sources of appropriate advice and personal support

Staff

Staff use and storage of prescription or non-prescription drugs should be reported to the line manager who will sanction use and storage. For example, small amounts of pain killers such as paracetamol, ibuprofen, or cold remedies may be kept by staff so long as they are securely stored away from pupils.

TKS Safeguarding and Child Protection Policy

Appendix 9

TKS Safeguarding Statement

Our core safeguarding principles are:

- We are responsible together, under God, for the welfare of all the children in our school
- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review. Eg KCSIE 2018

We recognise our Christian, moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Governing Body takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the spiritual, social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

Our policies have been written in line with Keeping Children Safe In Education 2018. All staff sign to confirm they have read and understood policy.

The school procedures apply to all staff and governors and are consistent with those of Oxfordshire Local Safeguarding Children Board (OSCB). The OSCB is supported by the Locality Community Support Service based in Witney.

Principles

Minor updates in line with KCSIE Nov 2019

TKS Safeguarding and Child Protection Policy

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

The Designated Safeguarding Lead (DSL) is Steve Beegoo and the deputy is Adrienne Blakey. If you have any concerns about safeguarding (the safety of a child) as a parent you must contact the DSL.

(Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care, and undertaking that role so as to enable children to have optimum life chances and to enter adulthood successfully.)

Please view our Safeguarding, Behaviour and Anti-bullying, and Health and Safety policies which are available on our website.