



THE  
KING'S SCHOOL  
CANTERBURY  
JUNIOR KING'S

# **Safeguarding and Child Protection Policy (including Early Years)**

Responsible Person: Designated Safeguarding Lead  
Latest Review Completed: September 2023

## **School statement of commitment to safeguarding**

At Junior King's Canterbury, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop their full potential and feel positive about themselves as an individual. All pupils should care for and support each other. To that end all staff are required to follow this policy and to attend any training when required to do so.

### **Definition of Safeguarding**

KCSIE (2023), paragraph 4:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children<sup>1</sup> from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

The School's policy is based on and is in accordance with the following legislation:-

- The Children's Act 1989
- Education Act 2002
- Working Together to Safeguard Children (WT), 2023
- Keeping Children Safe in Education (KCSIE) 2023
- Counter-Terrorism and Security Act (Prevent) 2023
- Kent Safeguarding Children Multi-agency Partnership Arrangements (KSCMP)

### **1. Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) for Junior King's School is:

**Mr Adam James Pape, Deputy Head (Pastoral)**

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place), and is responsible for the updating of the Safeguarding and Child Protection Policy in line with locally agreed inter-agency partnership procedures. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school.
- work with external agencies and professionals on matter of safety and safeguarding.
- undertake training.

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<sup>1</sup> 'children' includes everyone under the age of 18.

- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection with teachers and school and college leadership staff.

Junior King's School works in line with the policies provided by Kent Safeguarding Children Multi-agency Partnership Arrangements (KSCMP). The DSL is the designated member of staff who has responsibility for liaising with all agencies as outlined by KSCMP. The restructuring that has recently taken place means that all concerns about pupils are directed through the Education Safeguarding Service for Kent and all allegations about staff are directed to the county LADO team (contact details are on page 18 and 19 of this document).

The overall Designated Safeguarding Lead (DSL) for the three branches of the King's School is:

**Miss Tanya Lee, Deputy Head (Pastoral)**

The Safeguarding Coordinator is:

**Mr Luke Illsley, Safeguarding Coordinator**

The Safeguarding Coordinator oversees all operational aspects of safeguarding and child protection at The King's School. Although the DSL is responsible for the Safeguarding and Child Protection at The King's School, the Safeguarding Coordinator will support the overall DSL to carry out their roles and responsibilities. The Safeguarding Coordinator is not a member of the academic staff in order to ensure that all concerns, queries, and referrals are dealt with efficiently and as a matter of priority.

(i) At The Junior King's School in the absence or unavailability of the DSL or, the Deputy Safeguarding leads (DDSL) are:

**Mrs Camilla Webster, Head of Pre-Prep.** The Early Years' Designated Safeguarding Lead (EYDSL). As EYDSL, Mrs Webster is the first point of contact for safeguarding issues in the Pre-Prep and is responsible for the EYFS and Pre-Prep Safeguarding Statement and Procedures (Appendix 5 and 6).

In the absence or unavailability of the DSL, the Prep School Deputy DSLs are:

**Mrs Liz Hutchings.** Mrs Hutchings is the Head of Boarding. As DDSL, she has specific responsibility for pupils in boarding.

**Miss Jessica Cooke.** Miss Cooke is a Year 3 Form Tutor. As DDSL, she has specific responsibility for pupils in Years 3-6.

**Mrs Angela Adams** Mrs Adams is the Senior Nurse. As DDSL she has oversight of safeguarding matters that require input from a healthcare perspective.

*Contact numbers for the above can be found on page 20. Further details of their roles are in Appendix 3*

At the start of each academic year all are required to sign to state that they have read and understood the KCSIE document, the School's Child Protection and Safeguarding Policy, the Staff Code of Conduct and Behaviour Policy, and the school's ICT Acceptable Use Policy. Records of this are kept in the HR department.

As a part of the induction into school, all new members of staff are required to read and sign for both the Safeguarding and Child Protection leaflets that are sent to them as part of their contract and the Part One of the Keeping Children Safe in Education (KCSIE) document which the DfE requires all staff working in schools to have read. New academic staff, sports graduates and boarding staff are also asked to complete online child protection training before arriving at school. Very soon after joining the School, all new members of staff are given a Safeguarding briefing by the Safeguarding Coordinator or DSL at Junior King's. This will give them relevant information on how they should react if they have any child protection concerns, and who they should talk to, and it emphasises the fact that although referrals are usually managed by school staff, anyone can refer a child to children's social care if necessary. All staff are updated in procedures either by the DSL or by a representative from the Kent Safeguarding Board or through online training on a regular, rolling cycle. All records of training are maintained in the HR department.

## **2. School Governor**

The School Governor with particular responsibility for Safeguarding and Child Protection is: **Dame Frances Judd KC.**

The School Governor with particular responsibility for Safeguarding and Child Protection is responsible for liaising with the DSL over all matters regarding child protection issues. The role is strategic rather than operational and she will not be involved in concerns about individual pupils. The School Governor with particular responsibility for Safeguarding will liaise with the DSL to produce an Annual Safeguarding Report for Governors. The Safeguarding Policy is reviewed and tested annually by Governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures. As such governors and trustees receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements. In relation to online safety, there is an expectation that the governors hold this as a central theme in their whole setting approach to safeguarding. The role of the DSL has been moved entirely into Annex C of KCSIE to provide clarity and reinforce the responsibility of the role. It is expected that Governors read this in full.

The School Governor, with particular responsibility for safeguarding and child protection, and the DSL regularly review all safeguarding procedures in school. The governors and proprietors are aware that they must properly support the DSL and that there is an expectation that the governors should read the full DSL job description in Annex C of KCSIE 2023.

All Governors have a responsibility for Safeguarding in School and either the DSL or Safeguarding Coordinator provide annual safeguarding training and updates for all governors at the annual Canterbury meeting of the full board in November/December.

### 3. Aims

The central aim of the policy and training is to ensure the safety and well-being of pupils in line with the above legislation. More specifically, the aims are:-

- To ensure that all staff understand that everyone is responsible for the welfare of the children, and that it is everyone's responsibility to ensure that the best interests of the child are safeguarded at all times.
- To educate pupils on how to keep safe and how to recognise behaviour that is not acceptable.
- To recognise and support any child who has been subject to abuse.
- To ensure that all staff employed at the school understand their responsibility to be alert to signs of child abuse and to refer any concerns to Adam Pape, the Deputy Head (Pastoral), the DSL, (or in his absence to any of the Deputy Safeguarding Leads).
- To ensure that new staff are only appointed when all the appropriate checks have been made.
- To deal appropriately with every suspicion or complaint of abuse;
- To design and operate procedures which promote this policy;
- To design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- To support children who have been abused in accordance with his/her agreed child protection plan;
- To be alert to the medical needs of children with medical conditions;
- To be alert to the needs of pupils with special educational needs and disabilities
- To take all practicable steps to ensure that school premises are as secure as circumstances permit;
- To assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- To identify children who may be susceptible to radicalisation, and know what to do when they are identified;
- To have regard to regulations and standards issued by the Secretary of State for Education (DfE) and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.
- To be alert to when an issue would come under the category of Serious Violence (KCSIE).

These aims are effected by the following means:-

- **Education:** Through the curriculum (particularly, but not solely, through Personal, Social, Health and Economic Education (PSHE) lessons), the School aims to teach pupils to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately. This forms part of our effective safeguarding curriculum and the importance of the setting's role in delivering an

effective safeguarding curriculum. The school's E-Safety policy also provides clear guidance with regards to safeguarding. Online safety education starts with the early years and is developed across all age groups. The DSL takes lead responsibility for online safety education, with considerable input from the Head of Computing and Head of PSHE, which means online safety is embedded throughout the curriculum, this includes appropriate filtering and monitoring on school devices and school networks. Children are helped to recognise when they are at risk and know to report any concerns to their Form tutors Heads of section or the Deputy Head Pastoral.

- **Form Room Notices:** A 'Who Can I Talk To?' poster is on display in every form room. This contains the names and telephone numbers of the School's Independent Listener, the Duty Officer at the Social Services Department, the Local Children's Commissioner for England, the NSPCC Helpline and Child Line.
- **School Rules:** Are available on the intranet and copies are available to all pupils in house and, these include the sanctions for pupils found guilty of any form of bullying.
- **Staff Training:** Safeguarding and child protection training for all academic and pastoral staff is undertaken regularly as advised by the Kent Safeguarding Board. For staff recruited between these training sessions, Safeguarding and Child Protection forms part of the Induction Programme. All staff and volunteers are provided with induction training that includes safeguarding and child protection and online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements and attend a training session with the DSL or a DDSL. In addition the school has recently rolled out a programme of regular electronic training updates.
- The DSL and the DDSLs have been fully trained for the demands of this role in child protection and inter-agency working. The DSL and the Safeguarding Coordinator attend update and review training by the Education People (the KSCMP training provider) annually, the DDSLs attend or complete online updates every two years. The school's Designated Safeguarding Team is responsible for the training of all support staff in Safeguarding and Child Protection issues. Records of all those who have attended safeguarding training are kept centrally in HR.
- All appropriate members of staff have received Safer Recruitment training. For details please refer to the School's policy on Safer Recruitment. This includes shortlisted candidates being subject to online searches.
- Part of the training given to staff is guidance on how to ensure that their behaviour and actions do not place themselves at risk of allegations of abuse to a pupil. Advice is given about one-to-one tuition, one-to-one music lessons, sports coaching, conveying a pupil by car and engaging in inappropriate electronic communication with a pupil. Staff must never use their own personal phones, cameras or video recorders to take images of the children. All staff must use the devices provided by the school. Any images of children should not be removed from school, or posted on the internet. In the EYFS, Pre-Prep staff must ensure that all personal mobile

telephones are kept hidden, in bags/cupboards, during the school day. Staff in the rest of the school must take a common sense approach and not place themselves at risk. These guidelines are available in the Staff Handbook. The school also has specific policies on staff conduct and behaviour, physical restraint<sup>2</sup>, missing children in education, and whistleblowing, all of which are also relevant in this context.

- **Staff Handbook:** This online handbook contains the school's anti-bullying policy and the Safeguarding procedures as well as the policies named above. It is available on the school's intranet.
- Also included in the Staff Handbook is the **Staff Code of Conduct and Behaviour policy** which gives further clarity and emphasises that safeguarding is everyone's responsibility. The Staff Handbook emphasises that safeguarding is everyone's responsibility.
- **Disclosure and Barring Service (DBS) Checks:** An enhanced DBS disclosure is required for all new appointments to the school (see Safer Recruitment Policy). The School also insists on enhanced DBS checks for all drivers of taxis and coaches used by the School and has robust processes to check the suitability of contract staff and others working on the school site or on off-site activities. The school is committed to reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used, and the DBS referral criteria are met.
- **Filtering and monitoring:** Appropriate filtering and monitoring systems are in place. These are in line with filtering and monitoring standards published by: the Department for Education. The school will:
  - identify and assign roles and responsibilities to manage filtering and monitoring systems.
  - review filtering and monitoring provisions at least annually.
  - block harmful and inappropriate content without unreasonably impacting teaching and learning.
  - have effective monitoring strategies in place that meet their safeguarding needs

In the context of KCSIE 2023, filtering and monitoring play vital roles in keeping children safe online. As part of the school's safeguarding policy, a robust filtering system (iboss) has been implemented to restrict access to inappropriate content and websites with potentially harmful material. This system helps create a safe digital environment where students can explore the internet securely whilst also

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<sup>2</sup> Junior King's is committed to safeguarding the wellbeing of pupils and staff and, in line with current legislation, only permits physical restraint by reasonable and non-injurious means. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force may be used for two different purposes, either to control pupils or restrain them. It is important that there is a detailed, contemporaneous, written report of any occasion where force (control or restraint) is used. Immediately following any such incident, the member of staff concerned must notify the Head or Deputy Head (DSL) immediately. Staff should read the Physical Restraint Policy for further detail.

identifying concerning online behaviour and notifying a member of staff. Additionally, the DSL and Director of IT meet regularly to discuss potential concerns and try to identify trends of concerning online behaviour so that further support or interventions can be implemented at an individual, year group or whole school level.

While the filtering and monitoring system serves as an essential tool for safeguarding the school community, it's important to acknowledge that many students enjoy unlimited and unrestricted internet access through mobile phone networks. Unfortunately, the internal system (iboss) won't be able to monitor their internet activities in such cases. To address this concern, our educational programs, delivered by both internal and external teachers, are dedicated to training students in using the internet responsibly. We aim to educate them on how to identify concerning online behaviour or materials even outside of the school internet system. We believe in empowering our students to raise concerns and seek support whenever they encounter problematic content or situations on the internet.

- **Other recruitment checks:** These are carried out in line with KCSIE documentation including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. More detailed information may be found in the Staff Recruitment policy. All records are kept via the Single Central Register (SCR) and in the HR files.
- Where pupils participate in activities where they are supervised by staff from another organisation assurance is gained that the staff have been checked for suitability to supervise the school's pupils. When it is not possible to obtain this information a member of the school's staff will remain with the pupils at all times.



#### 4. Procedures

It is recognised that children need protection from:-

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet
- Sexual harassment

#### **Extra-familial harms**

Junior King's assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

KCSIE (2023), paragraph 23 says:

'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

In line with KCSIE we also recognise these specific safeguarding issues:

- **Child on Child abuse:** Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on Child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Abuse by children could take the forms of upskirting, banter and online abuse. In line with the guidance a separate **Child on Child abuse policy** is in place and available in the staff handbook. Staff are required to re-read this policy whenever an update is issued.
- **Harassment:** As a school, we recognise that the culture of sexual harassment must change as stated in the Ofsted review in June 2021. We want to create a culture where every single member of the school community can challenge unacceptable behaviour as well as knowing that any incident of harassment will be taken seriously. To that end any member of the school community can immediately report any type of harassment to the DSL or any member of the safeguarding team.

- **Child missing from education:** A child missing from education, 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 essential. A separate policy, highlighting the new requirement that each child at school has at least two emergency contacts, is in place..

**Child sexual exploitation (CSE):** 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. Statutory Definition DfE February 2017).

*At Junior King's, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more susceptible to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.*

- **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Statistically, victims of FGM are more likely to come from a community that is known to practise FGM, but it is vital that staff are watchful for the key indicators regardless of the pupil's background. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this (see Appendix).

**Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin

- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

### **Symptoms of FGM:**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

[Female genital mutilation \(FGM\) | Kent Police](#)

*The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).*

*Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.*

- **Domestic Abuse:** In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition - The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse can also cause a potential short-term and long-

term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

- **Radicalisation and the Prevent duty:**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

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 Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

**Honour based Abuse:** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

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

- **County Lines:** Criminal exploitation is also known as '**county lines**' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across **counties**, and they use dedicated mobile phone '**lines**' to supply drugs.
- **Private Fostering:** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more. It is recognised that the local authority must be informed when such arrangements are in place for a child at the school.
- **Serious Violence:** under KCSIE 22 this is now recognised as a specific safeguarding issue. New guidance states that "all staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious violent crime."
- **Mental Health:** We take all matters of mental health very seriously here at Junior King's. Qualified nurses staff the Health Centre between 08.00 -21.00 Monday to Friday and Saturday 08.00- 16.30. The Matrons cover the Health Centre at all other times. We have a counsellor and a life coach. We have links with the local CAMHS network. If our internal staff are unable to support a pupil's mental health needs we have good contacts at a local Psychology and Health Service clinic. Pupils are introduced to services at their induction, are reminded through notices and assemblies of who they can contact, and are taught about mental health issues in our PSHE programme.

All staff at Junior King's are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by informing the designated safeguarding lead or a deputy either via CPOMS, emailing [JKS-safeguarding@junior-kings.co.uk](mailto:JKS-safeguarding@junior-kings.co.uk) or speaking to them in person.

### **Children with special educational needs or disabilities (SEND)**

Children with special educational needs or disabilities (SEND), Additional Educational Needs (AEN) or certain health conditions can face additional safeguarding challenges. Junior King's School acknowledges additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Junior King's we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. For more information, please refer to the SEND policy.

### **LGBTQ+ Children and Young People**

Junior King's acknowledges that there is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Staff are reminded that LGBTQ+ inclusion is part of the statutory relationships, education/relationships and sex education curriculum.

*See KCSIE (2023), page 49*

*(see Appendix 2 for full details of all of the above issues)*

### **Action by school staff**

All members of staff at the School should have an understanding of Safeguarding and Child Protection issues and should appreciate the importance of their vigilance. The School also has a Whistleblowing Policy which is available in the Staff Handbook section of the intranet.

The school recognises that it has a duty to protect children who have suffered or who are likely to suffer significant harm, and also that it has a duty to provide support for those who are in need of additional support from one or more agencies. These will be reported to the Front Door Services immediately by the DSL, the Front Door services will advise as to which inter-agency assessment processes will be followed. All will be managed in school by the DSL or one of their deputies. If the child is deemed to be at risk of serious harm then the guidance for care as given by the local Education Safeguarding Service Advisor, or other appropriate authority, will be followed. It is recognised that risks to children are not only those imposed by adults or other pupils, but also by issues such as self-harm, where expert advice may be needed and where the School's Self Harm policy procedures will be followed.

**Members of staff may suspect a case of abuse from a variety of sources:**

- a pupil discloses to them personally
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a pupil informs them that he/she knows or suspects that another pupil is being abused
- another third party informs them that he/she knows or suspects that a pupil is being abused.

Child abuse can take many forms and a summary of the possibilities can be found detailed in Appendix 2.

*All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or are being threatened. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.*

## 5. Disclosure

If a pupil starts to disclose, the following procedures are essential:

- **REASSURE** the pupil that she/he is right to tell and is not to blame.
- **CONFIDENTIALITY: DO NOT** promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this.
- **IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL** let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- **LISTEN CAREFULLY** and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.
- **FOLLOW UP BY** making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.
- **REPORT WITHIN 24 HOURS : (more details below)** Record incident on CPOMS which will alert a member of the Safeguarding Team. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident/concern form is shown at Appendix 1 and is available as a word document on the INTRANET.
- **DO NOT ATTEMPT ANY EXAMINATION** or remove a pupil's clothes to look further at an injury.  
Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.

**Follow up:** The Deputy Head (Pastoral) (DAL) or the DDSL will contact the Integrated Front Door services, in accordance with KSCMP Procedures. This initial conversation held with these services within the 24 hours of reporting may be on a 'no names' consultation basis in order to determine whether the referral needs to take place. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Front Door Services and/or the police.

☒The DSL or the DDSL will inform parents before a referral of a child is made to the Front Door Services or to the Police, *except where it appears that the abuse has been carried out by a parent*. The agreement of the child's parents should be obtained in writing **providing** this will not place the child at an increased risk of harm. Advice on this may be sought from the Education Safeguarding Service Advisor. If the child is deemed to be at risk of serious harm then the guidance for care as given by the Education Safeguarding Service Advisor, or other appropriate authority, will be followed.

### **Reporting records of concern**

Colleagues are required to report a concern in two phases via CPOMS:

**Phase 1:** For immediate help and support complete a CPOMS safeguarding report (guidelines are on the intranet if required).

(if you do not have access to CPOMS then the safeguarding team monitor a designated email account: [JKS-safeguarding@junior-kings.co.uk](mailto:JKS-safeguarding@junior-kings.co.uk) BUT CPOMS should be used by all who have an account)



The safeguarding incident report can be used by staff to call for help by any member of the team whilst they are hearing a disclosure, or it can be used to report any concerns about a student so that any patterns can be noted, and if necessary investigated, by the team. When reporting colleagues are required to include:

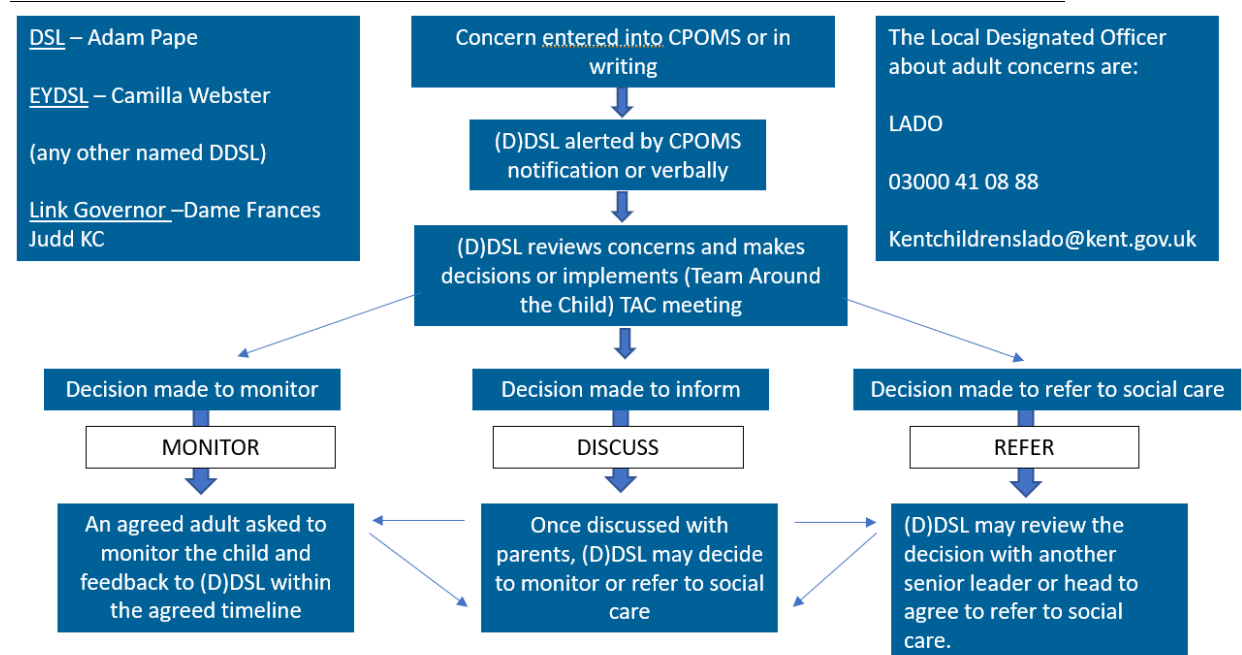
- Name of pupil
- Short summary of the issue/allegation
- The time of the statement
- Where the pupil is now

**If the concern imposes an imminent threat to the student(s), ensure you stay with said student(s) and inform a member of the Safeguarding Team immediately. (Contact numbers can be found on page 15)**

**Phase 2: If you have not done so in phase 1** please complete an update to your CPOMS report with all details of the concern or disclosure (phase 2 is only necessary if you did not provide all details in phase 1) within 24 hours of the incident.

(if you sent an email then you need to complete the record of concern form found at Appendix 1 of this policy and separately as a Word document on the INTRANET and submit it the Pastoral Office within 24 hours of the disclosure.)

### **FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



Email to report SG concerns if CPOMS is offline: [JKS-safeguarding@junior-kings.co.uk](mailto:JKS-safeguarding@junior-kings.co.uk)

If the DSL is unavailable concerns will be dealt with via CPOMS by one of the Safeguarding team

### **Allegations of Abuse Made Against One or More Pupils**

If an allegation of abuse is made against one or more pupils immediate consultation is required with the Local Area Safeguarding Advisor. **This consultation must take place prior to any form of investigation being undertaken by the school.**

There will be three possible types of investigation:

- 1) By Front Door Services and the Police under Section 47 of the Children Act 1989
- 2) By the Police under criminal law
- 3) By the School in line with its Behaviour Policy

The initial consultation with the Education Service Safeguarding Advisor will determine whether the allegation reaches the threshold of significant harm to justify a referral to Front Door Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Front Door Services as a child protection concern, then the referral is made using a Child Protection Referral Form. If the consultation discussion determines that the allegation does not meet the criteria for referral to Front Door Services, but there is a concern that the child is at risk of harm then an Early Help referral will be made.

If it is deemed that the allegation does not meet the threshold for a child protection referral to Front Door Services, then it will be investigated internally by the School in line with the School's Behaviour Policy and the Policy and Procedures for Exclusion.

### **Allegations of abuse made against a member of staff or other adult at school**

If an allegation of abuse is made against a member of staff the allegation must be passed immediately to the DSL or a member of the Safeguarding Team and consultation with the Education Service Safeguarding Advisor must take place within one working day. The Head will be kept informed by the DSL, but the consultation with the LADO or KSCMP must take place prior to any form of investigation being undertaken by the school. The school must consider carefully the possibility of abuse if a member of staff has:

- behaved in a way that had harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved in a way that indicates he/she is unsuitable to work with children
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

When a complaint of abuse is made against a member of staff on behalf of a child there should be immediate consideration of whether the child is at immediate risk and in need of protection.

When a complaint is made against a member of the boarding staff who lives within a boarding house alternative arrangements will be made for them to live elsewhere during the investigation process, and alongside this alternative arrangements will be made for staffing the relevant boarding house.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Designated Safeguarding Lead, or to one of the Deputy Safeguarding Leads. It is important that the member of staff reporting the concern acts quickly and in the event that the Deputy Head (Pastoral) and other members of the Safeguarding team are unavailable then the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

If the concerns are about the DSL they should be reported directly to the Head.

If the allegation concerns the Head, they must be reported immediately to the Chairman of Governors without informing the Head.

**The acting Chair of Governors is, Count Benoit de Vitry D'Avaucourt, who can be contacted via The Kings School Canterbury at [b.devitrydavaucourt@kings-school.co.uk](mailto:b.devitrydavaucourt@kings-school.co.uk)**

In the absence of the Chair of Governors, the Vice-Chairman Mr Jonathan Tennant should be contacted.

There will be three possible types of investigation:

- 1) By Front Door Services and the Police under Section 47 of the Children Act 1989
- 2) By the Police under criminal law
- 3) By the School in line with staff disciplinary procedures

Any investigation would be carried out following the guidelines in “Kent Guidance for Schools and Settings” and known as KELSI, by the Children, Families and Education Directorate of Kent County Council. ([KELSI LADO services](#))

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Area Safeguarding Advisor. This initial consultation will determine whether the allegation reaches the threshold of **significant harm** to justify a referral to Front Door Services. In cases of serious harm the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to Front Door Services as a child protection concern, the Education Service Safeguarding Advisor will provide support to the school in making the referral and throughout the subsequent process as required. The School undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to Front Door Services, then the Education Service Safeguarding Advisor will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

### **Low Level Concerns**

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of a LADO referral. A low-level concern is any concern –no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ -that an adult working in or on behalf of the school or college may have acted in a way that:

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

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

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

The King's school Low Level Concern Policy can be found in the staff handbook or can be requested through the school office

## **6. Searches**

King's has the duty to safeguard and promote the welfare of pupils. In exercising this duty, it will pay proper attention to the National Minimum Standards and in particular to Standard 12. Sadly, there will be occasions when there is a need to search a room, belongings or a person where there is a reason to believe that the pupil has prohibited items or items which infringe the school rules or, potentially, the law of the land. For more information about searches carried out by the school and/or the police, please refer to the Searching and Confiscation policy found in the staff handbook.

## **7. Review**

The Safeguarding policy is submitted annually, or following any significant changes, to the Governors and signed off by the Chair at the annual Full Board Meeting. The Governors will ensure that any faults are rectified by the DSL and the Governor responsible for Safeguarding and Child Protection following their review.



Independent Safeguarding Authority (ISA) **01325 953795**  
Address: PO Box 181, Darlington DL1 9FA

Integrated Front Door 03000 411111

Integrated Front Door (out of hours) 03000 419191  
Early Help District Team Contacts [www.kelsi.org.uk](http://www.kelsi.org.uk)

LADO Team 03000 410888  
[kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)

Kent Police Child Abuse Investigation Unit 01622 690690

**Specialised areas:** 020 7340 7264  
**Prevent** [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

DfE helpline for non-emergency advice  
101

0800 789 321  
**Serious concerns:**  
Police 999  
[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

UK anti-terrorist hotline

**Immediate threat** 0800 028 3550  
[fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**FGM**

FGM helpline

## Appendix 1

**ONLY TO BE USED IF YOU DO NOT HAVE CPOMS ACCESS**

### Safeguarding Record of Concern

Pupil's Details: Name  House	Does the pupil know this form has been completed?  Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Why are you concerned about this pupil?</b> (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 <b>not</b> ask the pupil leading questions or try to investigate the concern yourself.)	
<b>What have you observed and when? (This relates to anything you have personally witnessed)</b>	
<b>What have you been told and when?</b> (Write here anything you have been told by the pupil or another person. Be clear about who has said what)	
<b>What have you heard and when?</b> (This may be third-party information that is relevant but as yet unsubstantiated)	

<p><b>Do the pupil's parents know this form has been completed?</b>  <b>(Parents should not be contacted by anyone in the School if this could place the pupil at risk)</b></p> <p style="text-align: center;"> <input type="checkbox"/> Yes                      <input type="checkbox"/> No </p>	
<p><b>Does the pupil have any visible injury or have they told you they have been injured?</b></p> <p style="text-align: center;"> Yes                                      No  <input type="checkbox"/>                                      <input type="checkbox"/> </p> <p>If Yes, has medical advice been sought?</p>	
<b>Date and time of this record:</b>	<b>Signature:</b>  <b>Full name:</b>
<b>Name and position of the person this record was handed to:</b>  <b>Date and time the above person received this record:</b>	

*A Body Map is available for completion at Appendix 4 in case it would be useful to make a diagrammatic submission.*

**This form must be returned to the DSL in the Pastoral Office within 24 hours of hearing the disclosure or raising the concern.**

If you have concerns about filling the form in then ask for guidance from the DSL or any of the Safeguarding Team. You should not seek guidance from other staff as that could compromise confidentiality.



## Appendix 2

### **Types of Abuse**

Abuse is defined as 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 (eg via the internet). They may be abused by an adult or adults, or another child or children.

Child abuse can take many forms, but is usually divided into four categories:

#### **1. Physical injury**

Physical abuse is 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.

Physical indicators include:

- Unexplained bruises/welts/lacerations/abrasions:
- on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- clustering, forming regular patterns
- reflecting the shape of article used e.g. belt, buckle, electrical flex
- on several different surface areas
- bite marks or fingernail marks which regularly appear after absence e.g. after a weekend

Unexplained burns:

- cigar or cigarette burns, especially on soles, buttocks, palms or back
- immersion burns where hands, feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Behavioural indicators include:

- flinching when approached or touched
- reluctance to change clothes for P.E. lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry

- crying or irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- behavioural extremes – aggressiveness, withdrawal, impulsiveness
- reports injury caused by parents
- apathy
- depression
- poor peer relationships
- panics in response to pain.

## **2. Neglect**

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

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging; stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from school

## **3. Sexual abuse**

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Females can also be abusers as can other

children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

Physical indicators include:

- Difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting
- excessive crying
- sickness

Behavioural indicators include:

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse e.g. glue sniffing
- emotional withdrawal through lack of trust in adults
- over compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems or sleeping disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be properly accounted for
- inappropriately sexually explicit drawings or stories
- enuresis or soiling, especially at the end of the school day
- frequent non-attendance at school
- avoidance of school medicals

#### **4. 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious bullying (including cyber-bullying), causing children 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, though it may occur alone.

Physical indicators include:

- failure to thrive
- delays in physical development or progress

Behavioural indicators include:

- sucking, biting, rocking
- anti-social, destructive behaviour
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- impairment of intellectual, emotional, social or behavioural development

**In addition as noted in the main body of the policy, all staff need to be mindful of the following:**

#### **5. Child sexual exploitation (CSE)**

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;

## **6. Female genital mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this (see Appendix)

## **7. Radicalisation and the Prevent duty**

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty: **Extremism:** "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

**Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel. **Channel Duty Guidance: Protecting susceptible people from being drawn into terrorism (2015)** notes the following:

There is no single way of identifying who is likely to be susceptible to being drawn into terrorism. Factors that may have a bearing on someone becoming susceptible may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
  - changing their style of dress or personal appearance to accord with the group;
  - day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
  - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
  - possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
  - attempts to recruit others to the group/cause/ideology; or
  - communications with others that suggest identification with a group/cause/ideology.
- 
- Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
  - clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
  - using insulting or derogatory names or labels for another group;
  - speaking about the imminence of harm from the other group and the importance of action now;
  - expressing attitudes that justify offending on behalf of the group, cause or ideology;
  - condoning or supporting violence or harm towards others; or
  - plotting or conspiring with others."

## **8. Honour based Abuse:**

<https://www.cps.gov.uk/legal-guidance/so-called-honour-based-abuse-and-forced-marriage-guidance-identifying-and-flagging>

The CPS and Home Office adopt the following definition of Honour Based Abuse(HBA):  
"Honour-based" abuse is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

There is no statutory definition of HBA.

There is no specific offence of "honour-based" crime". It is an umbrella term to encompass various offences covered by existing legislation. HBA can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014. Prior to the introduction of the offence, prosecutors dealt with FM cases using existing legislation such as false imprisonment, kidnapping and offences of violence where this is a feature of the offending.

Other forms of HBA include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences. Some of these practices include (this list should not, however, be considered as complete: FGM; Breast Ironing; and dowry abuse.

Further information for CPS prosecutors can be found on the Knowledge Hub.

Breast ironing is a form of child abuse and whilst there is no specific offence it can still be prosecuted under UK law. Please refer to the CPS legal guidance on Child Abuse.

Since 2010, the CPS identifies and flags all cases of HBA and FM. It is important that these cases are identified and flagged at the beginning so that issues are identified and the case is managed properly. Therefore this guidance must also be read in conjunction with the Guidance on Identifying and Flagging HBA and FM.

## **9. County Lines definition and guidance can be found here:**

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

[County lines | Kent Police](#)

The main indicators are:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

## **Child Criminal Exploitation (CCE)**

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

### **10. Serious Violence:**

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. The main areas of the Serious Violence Strategy focus on:

- Tackling County Lines
- Early intervention and prevention
- Supporting communities and local partnerships
- Effective law enforcement and the criminal justice response

Under KCSIE 20 serious violence is separated out as a specific safeguarding issue, possibly in response to the increase in knife crime. The new guidance states:

“All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.”

All staff will be made aware of these issues via whole staff training and regular newsletter updates.



Early intervention is about recognizing and responding to the indicators of potential vulnerability in the areas set out above. All staff have a responsibility to report concerns to the DSL.

## **11. Children absent from Education (CAE)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures, and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) and using forms of public transport. it is important they are given

practical advice on how to keep themselves safe. At Junior King's we provide outdoor-safety lessons run by teachers as part of the PSHE program and as bespoke sessions for children who travel in the train party. These sessions focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org) .

## **Appendix 3**

### **Safeguarding Team Responsibilities**

Whilst all DDSLs are trained to the same level and able to manage any safeguarding incident, it is essential that all take a particular role in order to ensure that all aspects of safeguarding are managed effectively. Therefore, there is a line of responsibility as follows:

1. DSL (working hours Monday to Friday 9am-5.30pm and weekends) The DSL for Junior Kings can be contacted out of hours using the details on page 17.
2. DDSLs managing caseloads in particular when the DSL/Safeguarding Coordinator is out of school are Camilla Webster, Liz Hutchings, Jess Cooke and the Safeguarding Coordinator as appropriate for the area of the organisation being covered.

#### **Maintaining Safeguarding Records**

##### **DSL is i/c Adam James Pape**

This member of the team takes full responsibility for pupil safeguarding training. This will also be delivery to all year groups, repeatedly both as matters arise and as changes occur. This may occur through the PSHE programme or through house or year group assemblies, or even whole school assemblies, as is appropriate at the time. Records of training are to be kept on the Safeguarding INTRANET pages. In line with current legislation, all safeguarding records are maintained appropriately and securely. This member of staff develops and maintains all safeguarding publications across the organisation as well as is the main point of contact for the sharing of safeguarding files upon transfer of children to The King's School.

#### **Staff training**

##### **The Safeguarding Co-Ordinator is Luke Illsley**

The Safeguarding Co-ordinator takes joint responsibility for all staff safeguarding training with the DSL. This staff member will ensure that all training materials are fully updated, at least annually, in line with the latest legislation. This staff member will assist in delivering training both to new staff at induction and also throughout the year whenever updates are necessary. This Staff member will liaise closely with HR to ensure that all training records are up to date. This is necessarily a proactive role at all times of the year as new staff start at any time.

#### **Early Years Designated Safeguarding Lead**

##### **EYDSL is Camilla Webster**

This member of staff is responsible for the specific safeguarding in the Early years at the school. When this member of staff is not on duty it is agreed that any safeguarding concerns in this area of the school be reported directly to the DSL.

#### **Year's 3-6**

##### **Jess Cooke**

This DDSL level supports all matters arising through Years 3-6.

#### **Boarding**

##### **Liz Hutchings**

This DDSL level supports all matters arising through Boarding. Liz is also the Senior Mental Health lead for Junior King's Canterbury.

**Healthcare**

**Angela Adams**

This DDSL has an oversight of safeguarding matters that require input from a healthcare perspective.

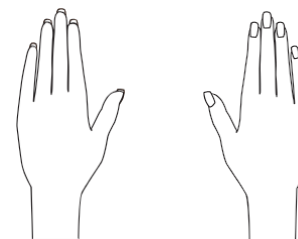
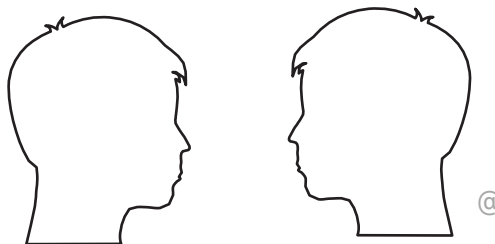
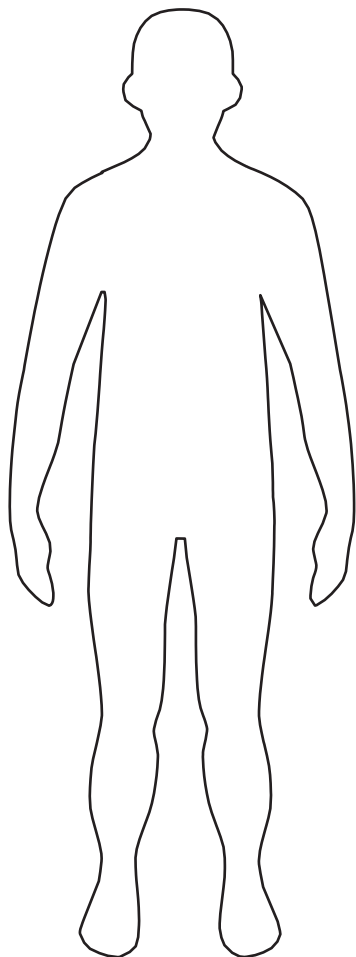
**Head of School**

**Emma Karolyi**

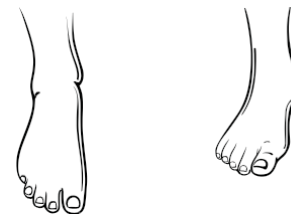
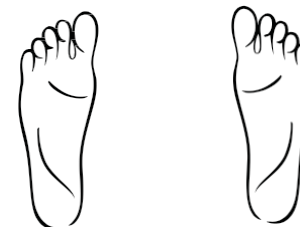
This member of staff is part of the safeguarding team and is briefed on safeguarding issues by the DSL.

## Appendix 4

### Body Map for completion if not using CPOMS to report



**Caution:** Staff must not view any part of the body that is normally covered up, to view or substantiate an injury. In this case staff must accept the child's word and indicate the area on the body map.



## Appendix 5

### Safeguarding in the Nursery & Pre-Prep



#### **In our Child-friendly safeguarding policy, we ask the children the following questions:**

- Is someone bullying you?
- Is someone saying strange things to you?
- Is someone asking you to keep secrets, to lie to your family, or threatening you?
- Is someone touching you?
- Is someone hitting, punching or hurting you, or regularly causing you to feel pain?
- Have you seen something online or in a text that made you feel afraid, upset or worried?
- Is someone trying to make you believe something different to what your family and school believe in?
- What will happen if you do tell a trusted adult at school about something that is happening to you or to someone else?

If this is happening to you or to someone you know, then tell a trusted adult.

**DO NOT KEEP IT A SECRET!**

**Remember: you have the right to feel safe and happy**

It is important that the children know who they can trust.

We have a SAFEGUARDING SUBMARINE displayed in the Pre-Prep with photos of the Safeguarding team, so the children can recognise who they can talk to.

The classrooms have SAFEGUARDING LIFE BOATS, with photos of their class teacher and TA who they can also talk to.

#### **If a child makes a disclosure to a member of staff, we will:**

1. Stay calm and listen
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts
6. Tell what will happen next
7. Report to AP/CW

8. Record the discussion onto CPOMS - accurately, as soon as possible after the event, using the child's words or explanations.

## Appendix 6

Junior King's School Pre-Prep Department  
EYFS & KS1  
Safeguarding and Welfare Statement  
(To be read in conjunction with whole school Policy)

### **Safeguarding and Welfare requirements**

If any member of staff is concerned about a child's welfare, they must speak to Camilla Webster, EY DSL, during the same day, or, in her absence, Adam Pape DSL.

Within the Early Years, we will empower the children so that they can protect themselves as far as possible. We will actively promote messages to children about their personal safety and protection. Children will be given an opportunity to: discuss a number of elements including personal safety; label body parts; stranger danger; that an adult is always ready to listen; expressing feelings appropriately; that they have a right to privacy; what to do if you get lost; what is a good or bad secrets. We have produced a 'Child-Friendly' version of our Safeguarding policy that we work towards with both children and parents.

If any equipment/furniture is not suitable for the children to play with, the maintenance team should be informed immediately and the area should be made out of bounds to the children.

Reception and Nursery children sit as a class/group in the dining room and their teacher and teaching assistant will also sit with them to encourage and model good eating habits. Teachers are responsible for making sure each child has a balanced meal. Children are always encouraged to have a hot meal, or a selection of food from the hot and cold counters. Recently the dining room furniture has been renewed and with regard to children's safety, the tables and chairs for the nursery have been replaced with more suitable sized items.

On trips, ratios of adults to children must be at least 1:3 in Nursery (usually 1:2) and 1:4 in Reception - this should be stated in the risk assessment. For some activities, the teacher may feel more adults are necessary. Teachers should take parental phone numbers, a first aid kit, a mobile and necessary medication on any trip.

Any risk should be assessed by the teacher before embarking on any new/different activity. If necessary a risk assessment should be drawn up and distributed to all staff involved before the activity and also saved in One Drive.

### **Procedures**

The EY and Pre-Prep safeguarding procedures are clear and all staff have read and signed that they are understood and confident following them. The procedures posters is clearly displayed in the staff room.

**Monitoring and review**

Updated: September 2023

Review date: September 2024

C Webster