

King Edward's School, Witley Child Protection and Safeguarding Policy

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Safeguarding Directory for adults

For safeguarding and child protection concerns and when you know something is wrong

If you think that a child is in immediate danger, or that a crime has been committed, ring (9) 999 before doing anything else.

Any safeguarding or child protection concern should be raised with the Designated Safeguarding Lead (DSL), any of the Deputy DSLs or the external agencies listed on this page. Even minor concerns should be raised because they may be part of a bigger picture unknown to staff members.

DSL			01428 686 748 (ext 748)
Mr David Corran	(Office: Copeland)		07460 173 023
	corrاند@kesw.org		01428 483 359 (home)
	safeguarding@kesw.org		777 from an internal phone
Deputy DSL	(Office: Music School)		
Mr Ian Richardson	safeguarding@kesw.org		07497 093502

Head	Mrs Joanna Wright	wrightj@kesw.org	01428 686 743 (ext 743)
			01428 686 721 (ext 721)
DOFO*	Mr Dan Rogers	rogersd@kesw.org	01428 686 778 (ext 778 or 414)
Treasurer	Mrs Justine Voisin	treasurer@kesw.org	
Safeguarding Governor	Mr Clive Marriott	headmaster@salisburycathedralschool.com	

**DOFO: Director of Finance and Operations*

Anyone with a concern about a child can get advice from, or make a referral to, the local authority:

Surrey County Council Children's Services 0300 470 9100, or
Multi-Agency Partnership 01483 517 898 (emergency out-of-hours team)
Single Point of Access (C-SPA) and Early Help Hub csmash@surreycc.gov.uk
National Society for the Prevention of Cruelty to Children (NSPCC)
helpline: 0808 800 5000 or email: help@nspcc.org.uk

For allegations against staff working in schools, normal procedure is to refer to DSL or Head (as per Safeguarding policy) but anyone may make an independent referral to the LADO:

Local Authority Designated Officer (LADO) 0300 123 1650 (option 3) LADO@surreycc.gov.uk

What to do if you feel your concerns are not being acted upon, or if you are concerned about unsafe practice or malpractice by the DSL or wider safeguarding team:

A member of staff who has raised a concern with the DSL or Deputy DSLs, DOFO, Head, Treasurer, or the local authority, should expect a confirmatory response within one working day. Should that not be forthcoming, staff should seek it out. In addition, they should press for further consideration if the child is at risk or if the situation is not improving. If staff feel their concerns have not been fully addressed (having paid due regard to the need for professional confidentiality), or that actions taken are partly or completely ineffective, they should speak to the Head in the first instance and then the Treasurer if they are still not satisfied. Further details can be found in the Whistleblowing Policy, as quoted in the Staff Employment Handbook, which is available on Firefly or as a hard copy on request from HR.

Staff who do not feel able to speak up about child protection failures internally, or who think their concerns about the safeguarding regime are not being addressed, may seek advice from, or pass concerns to, the LADO, C-SPA or the NSPCC (all as listed above, as appropriate) at any time.



Child Protection and Safeguarding Policy: Recognising and Acting to Protect Children from Abuse

- 1. All adults working in King Edward's School, including governors, contractors and volunteers, have a responsibility for safeguarding and promoting the welfare of children in the child's best interests. They should know the name of the School's Designated Safeguarding Lead (DSL) and the Deputy DSLs, and know and follow the relevant Child Protection Policy and procedures. All staff have a duty to report any child protection concerns to one of the DSLs.**
- 2. Anyone who has concerns or is in doubt should refer to one of the people named below. Referrals will be managed by them normally, but anyone can refer a child to children's social care, if necessary. Referrals to statutory agencies do not require parental consent. The 'Safeguarding Directory for Adults', on page 3 of this policy, explains how to do this in further detail.**
- 3. King Edward's School takes extremely seriously all its responsibilities in relation to child protection and safeguarding matters. The School takes its responsibility seriously to ensure that pupils are educated in ways to keep themselves safe. This is done in different ways and at different times through tutor groups, assembly, curriculum lessons in Relationships, Sex and Health Education (RSHE) since 2020, PSHE and in ICT. Particular attention is given to the safe use of electronic devices and the internet.**

General points

- 4. David Corran, Deputy Head (corrاند@kesw.org), is the DSL and therefore takes overall responsibility for the School's Child Protection and Safeguarding procedures and systems. Children's safety, welfare and wellbeing remain the responsibility of all staff however.**
- 5. All the School's systems and procedures operate with the best interests of the child at heart; we will work hard to enable children to be heard, know that they are heard and to let us know what is happening to them.**
- 6. Mr Clive Marriott has been appointed by the governing body as the Governor with special responsibility for child protection matters. He can be contacted at headmaster@salisburycathedralschool.com; the Venerable Stuart Beake has been appointed**

Deputy Safeguarding Governor. He can be contacted at StuartBeake@guildford-cathedral.org. One or both of these meet each term with the Deputy Head and report annually to the Governing Body on child protection issues in order that it can undertake a review of the School's child protection policies and procedures and the efficiency with which the related duties have been discharged. KCSIE (2021) is clear that the governing body has strategic responsibility for safeguarding arrangements at the School. The Head is responsible for ensuring staff understand and follow the procedures agreed by the governing body.

7. The School undertakes to remedy any deficiencies or weaknesses in child protection arrangements without delay.
8. The above named people receive regular training every two years to enable them to be kept fully informed and up to date with the latest regulations and procedures.

The meaning of 'safeguarding' and 'child protection'

9. There are **four** elements within the government's definition of safeguarding. **Two** of them, **(a)** "Ensuring that children grow up in circumstances consistent with the provision of safe and effective care" and **(b)** "taking action to enable all children to have the best outcomes", refer to the general activity of safeguarding and promoting the welfare of every single one of our pupils.
10. The School recognises that children have a right to feel safe and secure and cannot learn effectively unless they do. We also recognise the statutory responsibility of each and every member of staff to provide a safe environment for children, and that this principle is especially important in a boarding school and in caring for vulnerable children according to the School's mission. In this sense 'safeguarding' is an overarching concept incorporating a number of areas covered in separate policies including our recruitment methods, security arrangements, health & safety practice, the management of our computer network.
11. We also aim to teach our pupils how to look after themselves and each other. To that end we use tutorials, assemblies, PSHE (Personal, Social and Health Education) and Relationship and Sex Education (RSE) and Health Education sessions to educate pupils about safeguarding, consent, and how they can recognise and build resilience to various forms of bullying and abuse, including peer-on-peer abuse. We aim to teach them about the risks posed by adults and children who use methods including the internet, mobile technology and social media to bully, groom, exploit, abuse or radicalise other people. We also aim to teach our pupils to understand and appreciate the fundamental values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs. Finally, we aim to help pupils make a safe transition to the world of higher education and work. Additionally, using surveys, pupil forums and tutorials, and the Peer Listening initiative, we aim to listen to our pupils' views about their safeguarding, and to respond accordingly.
12. The **second two** of the four parts within the definition of safeguarding are **(c)** "protecting children from maltreatment" and **(d)** "preventing impairment of children's mental and physical health and development". These relate to the more specific activity of child protection, which means working to protect particular children from abuse and neglect. This is sometimes predictive, meaning identifying children at risk and addressing their needs before they become serious problems, and sometimes reactive, meaning responding quickly and effectively to the needs of children who have already been identified as suffering.

13. The School's approach to child protection issues is in accordance with the inter-agency procedures in Surrey between social care, the police and health services and this policy is available to parents on the website. It fully recognises its duties to both children in need and children at risk by co-ordinating help in a common assessment framework:
14. The old county safeguarding children boards have been replaced by new 'Children's Safeguarding Partnerships'. The Partnership in Surrey is now established and led, jointly and equally, by Surrey County Council, Surrey Police, and Guildford & Waverley Clinical Commissioning Group (on behalf of all NHS providers in Surrey). Schools (including independent schools) have become 'Relevant Agencies', and as such are required to act in accordance with the Partnership's arrangements and to contribute to their operation. At the moment the Surrey Safeguarding Children Partnership ('SSCP') is based at SSCP Team, Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ, and can be reached at partnership.team@surreycc.gov.uk. DSLs will liaise with the Safeguarding Partners and work with other agencies. They are familiar with the document "NPCC – When to call the police" and will use it for guidance when considering when to call the police and what to expect when they do so. For the time being the SSCP is continuing to use the web address of the old safeguarding board's *Procedures Manual*:

<http://surreyscb.procedures.org.uk/page/contents>

15. The School has adopted a document from Surrey Safeguarding Children's Partnership called "[Effective Family Resilience \(Levels of Need\)](#)" document. The School's procedures and systems relating to this document and approach are described in [Appendix 4](#).
16. The School will always take into account the context within which such incidents and/or behaviours occur so that wider environmental factors present in a child's life that could impact on their safety and welfare are given due consideration. Pastoral staff consider this contextual approach to safeguarding regularly, both informally and, formally, in Housemaster/ Housemistress meetings and in the Pupil Wellbeing Committee. The outcomes and actions resulting are recorded.
17. All staff have been made aware that SEND pupils (and others as detailed in the following paragraph) may be at additional risk of harm. Such harm may stem from:
 - Assumptions that indicators of possible abuse (behaviour, mood, injury) relate to a child's condition without exploring further
 - Isolation resulting from exclusion by other pupils from social groups, bullying and especially bullying on the basis of a protected characteristic
 - Communication difficulties through linguistic or cognitive difficulties
18. In order to minimise this risk, the DSL works closely with the SENDCO and Assistant Head (Wellbeing, Inclusion and Diversity) both formally and informally to consider children holistically. The Pupil Wellbeing Committee (on which sit the Academic Deputy Head, SENDCO, Deputy Head, DSL, Deputy DSL, Chaplain, Medical Centre Manager and School Counsellor and which Housemasters/ Housemistresses may attend when a member of their House is being discussed) regularly considers pupils "in the round".
19. **Barriers to reporting:** staff should be aware that children may delay in reporting a concern or prevent a concern from being raised. This could be because they are embarrassed, afraid they will not be believed, struggle with communication for reasons of unfamiliarity with English or for more fundamental problems with communications, fear the consequences of

speaking up (“*snitches get stitches*” and other such phrases, any of which should be reported by any staff who hear them, and dealt with appropriately) or worry that the School will overreact (this was a fear expressed in the most recent survey of pupils). Pupils from a social background that makes them vulnerable (whether by perception or by circumstances) may well worry further that they will be victims of discrimination on the basis of race, sexuality, disability or academic attainment. At KESW we are particularly sensitive to the greater vulnerabilities of Foundationers and children on the SEND register.

20. Reporting concerns: The “Safeguarding Directory for Adults” deals with this in detail. Staff must report all concerns about pupils to the DSL or Deputy DSLs at the earliest opportunity using CPOMS or the contact details provided in the Directory on page 3. Pupils, parents and others should contact the DSL or Deputy in a timely fashion.
21. Local authorities should share the fact that a child has a social worker. In this situation, the DSL(s) will hold and use the information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.
22. In addition to this Policy and advice, reference can be made to *Keeping Children Safe in Education*, DfE September 2021 (KCSIE 2021) and *Working Together to Safeguard Children* (WTSC July 2018) which give detailed help and advice. The Prevent Duty Guidance for England and Wales (March 2015) also contains important advice. Staff should be aware of the situations in which their actions have the potential to be misinterpreted and which might then give rise to child protection concerns. These matters are more fully covered in the policy document “[Contact between staff and students](#)” (available on the internal network called “Firefly” or by application to the Deputy Head). These documents provide details but, briefly, staff should exercise particular care in settings of the following nature:
 - social events
 - the giving of gifts
 - pupils in distress
 - PE, games and other physical activities
 - showers and changing
 - one-to-one situations
 - educational visits
 - home visits
 - transporting pupils
 - use of photography and other electronic media, including ICT
 - boarding environment
23. Staff must read and understand *Keeping Children Safe in Education* (September 2021) as follows:

- **Some staff** may read only Annex A if assessed appropriate by governors
- **Everyone else** - should read & understand their responsibilities as described in part 1
- **All staff with direct contact** with children should read annex B and should also have read '[Sexual Violence & Sexual Harm between children in schools & colleges](#)' (DfE May 2018)
- **Head and DSLs** should read the whole thing (DSLs should ensure annex C is included in their job description)
- **SLT and House staff** should read part 5
- **Governors** should read part 2 as a minimum, but be aware they are responsible for compliance in Parts 3,4,5.
- **Designated safeguarding governors** and Treasurer should read the whole of the guidance
- Anyone involved in **recruitment and / or SCR** (including recruiters / managers of volunteers should read part 3 + annex F
- Anyone involved in **MFL / other school exchanges** should read part 3 paras 317-322 and annex E

The Treasurer, additionally, undertakes to read the whole of KCSIE.

24. Staff may NOT:

- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with children, which are of a sexual nature or which might become so

25. Where no specific guidance exists about particular situations or where staff are worried about how their actions might be interpreted staff are advised that they should:

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague or one of the Safeguarding Leads. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- always discuss any misunderstanding, accidents or threats with a senior colleague or the Safeguarding Leads
- always record discussions and actions taken with their justifications

Further details on staff behaviour protocols can be found in Appendix 1 of this document.

26. All staff (including the Head and those who are temporary or volunteers) are required to receive child protection training and advice as part of the induction process and thereafter on an annual basis and occasional staff and volunteers (who will have been vetted in accordance with the School's recruitment procedures) are made aware of child protection arrangements. Updated information is passed on regularly, and at least annually. Feedback from such training and awareness, together with regular training of the Safeguarding Leads, allow for amendments to the Policy where weaknesses and deficiencies are identified. All staff are required to read both the Child Protection and Safeguarding Policy (including appendices) and those elements listed above, to sign to show that they have done so and complete a written task to show that they have understood it. Updates are issued when necessary. Induction training for all staff makes reference to this Child Protection and Safeguarding Policy which contains staff behaviour protocols, whistleblowing procedures, online safety, and the identity

and role of the Safeguarding Leads. The training for the Safeguarding Leads includes both child protection and inter-agency working and takes place at least every two years on recommended courses to cover inter agency working, case conferences, support for children in need, record keeping, promotion of a culture of listening to children, on-line safety and the Prevent duties.

27. The School operates safe recruitment procedures in accordance with the requirements of the Disclosure and Barring Service as laid down in KCSIE 2021; these procedures are also in accordance with the Independent School Standards Regulations. CWDC and more recently NSPCC and Channel on-line training has been completed by key members of staff. The School also seeks to ensure that employees of another employer who are working on the School site and who have contact with, or responsibility for, King Edward's pupils have had all the necessary recruitment checks made by their employer or other agency; in cases of doubt the School would not use the services of such people. Full details of the recruitment procedures can be found in a separate policy.
28. The School has clear procedures in place to deal promptly with allegations of abuse that are made against members of staff, volunteers or the Head. In summary, such allegations would normally be directed to the Head in the case of any member of staff or volunteer, and to the Treasurer (Chairman of Governors) in the case of the absence of the Head, or an allegation against the Head. The Head will not be informed of this referral if the allegation is against the Head. If the allegation is against one of the Safeguarding Leads, it should be made to the Head without informing the Safeguarding Leads. Following the guidance of Part 4 of KCSIE 2021, the Head is required to consult the Local Authority Designated Officer on any matters relating to allegations against a member of staff within 24 hours and before any investigation is undertaken. In the most serious cases the police are also informed. All discussions will be recorded in writing, and due weight will be given to the view of The Local Authority Designated Officer when a decision is being made about the suspension of a member of staff. If a member of boarding staff is suspended pending investigation of a child protection nature, arrangements for accommodation will be made away from children. The School's response to allegations against supply staff provided by an agency will fully involve that agency.
29. The School will exercise its responsibility to report within one month of leaving the School any person (employed, contracted, a volunteer or a pupil) whose services are no longer required because that person is considered to be unsuitable to work with children. A report will also be made to the DBS if the School believes that the person has harmed or poses a risk of harm to a child or vulnerable adult, satisfies the harm test or has received a caution or conviction for a relevant offence. The report will be made even if the person to be dismissed or removed has resigned first. The School will exercise its duty to consider making a referral to The Teaching Regulation Agency where a teacher has been dismissed or would have been dismissed if he or she had not resigned and a prohibition order may be appropriate. Examples would include unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence, in accordance with *Teacher misconduct; the prohibition of teachers (DfE 2014)*. Failure to make a report constitutes an offence.
30. The School takes extremely seriously its responsibilities for the care and safety of pupils. This is undertaken in the School environment by having clear procedures for safer recruitment and for dealing with any form of child abuse. It reinforces this sense of responsibility by ensuring that the staff of another organisation have been checked for suitability if they supervise the School's pupils on a site other than the School.

“Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.”

31. Because we are in regular and frequent contact with pupils, school staff are particularly well placed to observe outward signs of abuse or unexplained changes in behaviour or performance which may indicate abuse, either at home or at school. It is also important to recognise that we are also in a privileged position with regard to pupils and we must be careful not to give grounds for any potential allegation of inappropriate conduct.
32. It is also necessary to bear in mind that a change in behaviour may have a number of causes, not least hormones or others such as drug or alcohol use.

What is Child Abuse?

33. **Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by those known to them or by strangers via the internet. The abuse may be inflicted by an adult or another child. In many cases, issues overlap with one another.**
34. Useful information can be found in *What to do if you are worried a child is being abused* (DfE March 2015).
35. Abuse can be defined under four categories [taken from *Working together to Safeguard Children* (DfE July 2018) and *Child Sexual Exploitation, definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE February 2017)]:
36. **Physical abuse:** when adults deliberately inflict injuries on a child or, knowingly, do not prevent them. It includes hitting, shaking, throwing, poisoning, burning or scalding and otherwise causing physical harm to a child. It also includes excessive force. Giving a child poisonous substances, inappropriate drugs or alcohol, and attempting to suffocate or drown a child are also examples of physical abuse. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen’s Syndrome by proxy. “Honour based” abuse of all types includes crimes and violent crimes which have been committed to protect or defend the honour of the family and/or the community, including forced marriage and practices such as breast ironing.
37. Typical symptoms to look out for: -
 - bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to be given the age of the child. Be particularly concerned when the nature of the injury does not match the child’s explanation
 - slap marks
 - twin bruises on either side of the mouth indicative of force feeding or stopping a child from speaking
 - grip marks on the arms or trunk are usually an indication of shaking but can also be indicative of sexual abuse
 - bruised eyes are usually caused by a fist
 - damage to the mouth
 - bite marks

fractures
poisoning and misuse of drugs
burns and scalds can indicate misuse of aerosols or cigarettes

38. **Emotional abuse:** the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children 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 over-protection 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 someone else. It may involve serious bullying, including cyber-bullying, causing children to feel frightened or in danger, the exploitation or corruption of children or the exchange of banter. Any form of initiation ritual would be regarded as peer-on-peer abuse. Some level of emotional abuse is present in all types of ill treatment of a child although it may occur alone.
39. Things to look out for:-

children who feel that they are unloved and unlovable
inability to form good relationships
overburdened by ambitious, unrealistic parents
40. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening. The activities may involve inappropriate physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts (e.g. kissing, rubbing, masturbation and touching the outside of clothing). This may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Grooming a child in preparation for abuse including via the internet is also a matter of sexual abuse.
41. Typical symptoms to look out for:-

a detailed sexual knowledge inappropriate to the age of the child
behaviour that is excessively affectionate or sexual towards other children or adults
victims will often make a limited disclosure to an adult but will often be preoccupied with secrecy and will try to convince the adult to keep dangerous information secret
fear of medical examinations
a fear of being alone with particular adults
a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
excessive masturbation, especially worrying if it takes place in public
promiscuity
sexual approaches or assaults on adults or other children
pregnancy, urinary tract infections or sexually transmitted diseases are all immediate causes of concern
bruises to the breast, buttocks, lower abdomen, thighs, genital and rectal areas
discomfort or pain in the anal area

the drawing of sexually explicit or pornographic images
the need to change underwear excessively

42. It should be remembered that all of the above are typical, but may have other causes.
43. **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. It may start with substance abuse by mother during pregnancy, involve a parent or carer failing to provide adequate food, shelter and clothing, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, or the failure to ensure adequate supervision or access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
44. Typical signs to look out for:-
- persistent stomach aches
 - if a child is seriously underweight and is stealing food
 - inadequately clad in that they are dirty or smell
45. If a child is suffering from any of the above, they are likely to also exhibit signs of stress and distress.
46. Typical signs to look for:-
- a lack of concentration and falling off of school performance
 - aggressive or hostile behaviour
 - moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
 - difficult relationships with peers
 - regression to more immature forms of behaviour e.g. thumb sucking
 - self harming or suicidal behaviour
 - low self-esteem
 - running away and being inexplicably absent from School and so missing education; there are clear protocols for dealing with this in the Missing or Absconding Pupils Policy. Missing education can be a sign of child criminal exploitation including involvement in [county lines](#).
47. **Child Sexual Exploitation:** Child sexual exploitation, including violence and harassment, 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 in exchange for something the victim needs or wants, and/or 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.
48. No school is immune to the risk of child sexual exploitation including online and it can affect both boys and girls. Children can be perpetrators as well as victims.
49. Signs of Child Sexual Exploitation may include:-

- unexplained gifts and new possessions
 - association with young people involved in exploitation
 - having much older boyfriends or girlfriends
 - suffering from sexually transmitted infections
 - suffering changes in emotional well-being
 - drug and alcohol misuse
 - being absent for periods of time and regularly reaching home late
 - missing education
50. The same indicators may suggest that children have been approached by or are involved with individuals associated with criminal networks or gangs. These children are at risk of involvement in serious violent crime. Further advice can be found in the DfE publications Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults, county lines.
51. The School will provide sensitive education on all aspects of abuse appropriate to the age on these issues in PSHE lessons, in ICT lessons and through tutor periods, Assemblies and Chapel services. The staff in the Medical Centre are also available to help raise awareness and provide guidance on issues surrounding sexual exploitation. These themes are also shared with parents so that they can support the School.

Female Genital Mutilation: Staff must be aware of the requirement for teachers to report to the police where they discover, either through disclosure by the victim or through visual evidence, that female genital mutilation appears to have been carried out on a girl under the age of 18. It will be rare to see evidence of it, as staff should not be routinely examining pupils. Unless there is good reason not to, the case should be discussed with the Designated Safeguarding Lead so that involvement of external agencies can be sought. Failing to report such cases is a criminal offence. Further useful information can be found in *Mandatory Reporting of Female Genital Mutilation – procedural information*, published by The Home Office in October 2015, updated December 2016

52. **Youth-involved sexual images (sexting):** Sexting is the generation of images by or of children under the age of 18 of a sexual, indecent nature. Young people who share such images may be committing a criminal offence, as it is a crime to:-
- take an indecent photograph or to allow an indecent photograph to be taken
 - make an indecent photograph, including downloading or opening an image that has been sent by e-mail
 - distribute or show such an e-mail
 - possess with the intention of distributing images
 - possess such images
53. Any disclosure relating to sexting should be treated as any other safeguarding disclosure. Staff may confiscate an electronic device if they have good reason so to do, but must not view, copy or print any such imagery. Material should not be removed from one device to another, printed or saved. The necessary referrals to the police or social care will be made. Support for the victim, including counselling will be offered. Parents and carers will be informed about the incident and the way in which it is being managed. Further information may be found in the [Antibullying and cyberbullying Policy](#) and in the [Peer-on-Peer Abuse Policy and Appendices](#). Further details about pupils' use of mobile technology in the School may be found in the "E-safety and ICT Acceptable Use Policy" on Firefly (the School's VLE).

54. All responsible adults in School should be aware of further, specific forms of abuse and safeguarding issues as follows:
- Child abduction and community safety incidents which may be committed by parents or other family members, by people known but not related to the victim and by strangers, other community safety incidents should raise concerns, e.g. people loitering nearby or unknown adults engaging children in conversation. In PSHE lessons, tutor periods and other assemblies, pupils receive practical advice on how to keep themselves safe.
 - Children in the court system; the School is ready to provide support to children of all ages when they are required to give evidence in criminal courts.
 - Children with family members in prison; the School's unique foundation means that we have had to give specific thought to this question. We are aware that such children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We are ready to provide support and links to support professionals, to help mitigate negative consequences for those children.
 - Modern Slavery and the National Referral Mechanism; Modern Slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further support is available at www.gov.uk, "modern slavery; how to identify and support victims".
 - Homelessness; the School is aware of the risks and the reality of children's homelessness. The DSL will make referrals to the Local House Authority and/or Children's Social Care and Social Services.
 - Forced marriage; adopting the mantra that "it could happen here" we are aware of the physical, emotional and psychological threats involved in forced marriage. 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.

Peer-on-Peer abuse:

The School has a Peer-on-Peer Abuse Policy which should now be the principal document to consult in this area. In summary, however, the following paragraphs are relevant:

55. Peer-on-peer 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), friendships, and wider peer associations. Physical abuse can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, upskirting, initiation/ hazing-type rituals and violence, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.
56. It is difficult to distinguish peer-on-peer abuse from bullying and other forms of unacceptable behaviour but as a working definition at King Edward's School, Witley, behaviour that results in the victim displaying signs of abuse is deemed to be peer-on-peer abuse even if the

behaviour could have been considered by some to be ‘banter’ or simply a childish joke. It is more likely, but not universally true, that girls will be victims and boys perpetrators. All such abuse is unacceptable, will be treated seriously by the School and due attention paid to the successful resolution of the situation.

57. Children who are victims of sexual violence and sexual harassment are likely to find the situation stressful in a way that will adversely impact on their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they occur online and offline, both physically and verbally. Upskirting typically involves taking a picture under a person’s clothing without their knowledge and/or permission to view their genitals or buttocks (with or without underwear) for sexual gratification or to cause humiliation, distress or alarm to the victim. Victims must be taken seriously and offered full support to avoid disruption to their education. Other children and staff should also be supported and protected as appropriate. The School’s response will be risk assessed on a case-by-case basis by the DSL or one of the Deputies. The options include managing the matter internally, seeking Early Help intervention, referring to Surrey C-SPA and reporting to the police. Whenever staff respond to incidents of abuse in any form, they must reassure the victim that they are being taken seriously, they will be supported and kept safe. No victim should be made to feel ashamed to make a report.
58. The School provides a clear set of values and standards, as outlined in the behaviour policy, pastoral support and a planned programme of evidence-based content delivered through the curriculum. The matter could constitute a serious breach of the behaviour policy and lead to permanent exclusion. Staff are appropriately trained to deal with peer-on-peer abuse. All staff are clear that sexual violence and sexual harassment are not acceptable and not an inevitable part of growing up; they will not tolerate instances of these behaviours or dismiss them as “banter”, “having a laugh”, or “boys being boys”. Developmentally inappropriate sexualised behaviours will always be challenged as soon as staff become aware of them.
59. Further details can be found in [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#), (DfE May 2018)
60. **Domestic abuse:** domestic abuse involves the use of power and control by one person over another and includes elements of all other forms of abuse. Children who witness domestic abuse are at risk of significant harm to their wellbeing and understanding of healthy, positive relationships. The School is enrolled onto the Surrey Operation Encompass scheme and is alerted every day to all domestic abuse incidents that have been reported to Surrey Police so that the right support can be put in place at the right time for children who are experiencing domestic abuse.

What to do if you become aware of abuse

61. Care must be taken when recognising abuse and neglect in pupils with special educational needs or disabilities as they can be disproportionately impacted by things such as bullying. Additional barriers could be the assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
62. In a boarding environment especially, there is likely to be an enhanced risk that inappropriate relationships could develop. The School will be alert to any potential abuse by peers and may consider some aspects of bullying as a child protection matter. There may be reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases it

is probable that House Staff will be in the best position to assess the situation; House Prefects and Mediators will also be well-placed.

63. If you (or a pupil) have any worries or concerns share them immediately with one of the Safeguarding Leads. Early help in identifying emerging problems and sharing information is crucial. If you do not, you could be allowing the child to be put at further risk, and vital information may not come to light. Staff **MUST NOT** keep secrets or make promises to the pupil that other appropriate adults (e.g. social care or police) will not be involved. Even if a pupil later retracts their statement, the referral could still be made. Particular attention to the potential need for early help should be given to a child who:
- is disabled and/or has specific additional needs
 - is a young carer
 - shows signs of being drawn into anti-social or criminal behaviour
 - is frequently missing
 - is misusing drugs and/or alcohol
 - is at risk of exploitation
64. Ensure that the pupil is in a safe place, for example the Medical Centre or the boarding house. If a day pupil is involved encourage him/her to stay in School until all the information has been collected.
65. At all times staff will consider the welfare of the children involved in any allegation or investigation as well as pursuing an investigation. When information is being gathered the Safeguarding Leads will be present, to support the pupil and explain what is taking place.
66. One of the Safeguarding Leads will liaise with the Head and telephone the appropriate services for advice; such contact will be made within 24 hours especially in the case of those who have suffered or who are likely to suffer significant harm. Children in need will be referred to the child's social care by one of the Safeguarding Leads, but this will be done immediately in the case of children at risk so that inter-agency assessments can take place. The police will be contacted if a crime has been committed. Contact may also need to be made if the case involves one of abuse perpetrated by one or more pupils against another.
67. If it is thought that there is a case to pursue, the police or other agency will come to the School and interview the pupil in the Medical Centre. It is most important that the House Staff member is present, acting as guardian.
68. Staff **MUST** remember:-
- that the priority is to protect the child
 - to take the matter seriously in a supportive way
 - when initially talking to the child not to ask leading questions or "put words in their mouth"
 - to gather information on a "need to know" basis; you do not need the whole story, just sufficient to take the next step
 - that the child is very vulnerable and to reassure the child that you have taken what they had to say seriously
 - keep a record of the facts of the matter to pass on to the Designated Safeguarding Lead

69. Staff **MUST NOT**:-
- contact the parents any further
 - interrogate the child or ask leading questions
 - speak to anyone about whom the allegations are made
 - promise to keep secrets or maintain confidentiality
 - ask the child outright if they have suffered abuse
70. **One of the most important things to do is to LISTEN to what a young person is telling you. He or she may want to tell you about abuse and your reaction to this is vital. Remain non-judgmental.**

Whistle-blowing

71. The School recognises that workers who disclose certain types of information to certain individuals in certain circumstances are protected by the *Public Interest Disclosure Act 1998*. This enables a worker to raise reasonable concerns internally and in a confidential fashion about safeguarding, fraud, malpractice, health and safety, criminal offences, miscarriages of justice, failure to comply with legal obligations or environmental damage. The policy also provides, if necessary, for such concerns to be raised outside the School. The School will not tolerate malpractice and seeks to provide a clear, simple and confidential procedure for raising concerns, which is accessible to all members of staff. A qualifying disclosure is likely to show, in the reasonable belief of the worker, one or more of the following:
- that a criminal offence has been committed, is being committed or is likely to be committed
 - that a person has failed, is failing, or is likely to fail to comply with a particular legal obligation
 - that a miscarriage of justice has occurred, is occurring or is likely to occur
 - that the health and safety of any individual has been, is being or is likely to be endangered
 - that the environment has been, is being or is likely to be damaged
 - that information indicating the occurrence of any of the above has been, is being or is likely to be concealed
 - that safeguarding issues are not being taken seriously
72. To be protected, a disclosure must be made 'in the public interest' and must be:
- to the employer, or the person legally authorised by the employer to receive disclosures. (In this School, the Governors are the employer and the Head and the Director of Finance and Operations are authorised to receive disclosures). In the case of a child protection or a safeguarding issue, the disclosure can be made to any member of the team of staff named in the policy or
 - to a 'Prescribed Person' or
 - to an individual unconnected with the organisation ('External Disclosure') or
 - undertaken in exceptionally serious cases.
73. 'Prescribed Persons' are those bodies prescribed by an order made by the Secretary of State. The Public Interest Disclosure (Prescribed Persons) Order 1999 lists more than 30 regulatory

bodies to whom protected disclosures may be made. These include the Data Protection Registrar, the Environment Agency and the Health and Safety Executive. Disclosure may also be to a legal adviser.

74. Workers who make 'External Disclosures' are expected to have previously raised the matter with the employer or a 'Prescribed Person', or have not done so because they reasonably believe that they will be subjected to a detriment or that a complaint to the employer would result in evidence being concealed or destroyed. The worker must also make the disclosure in the reasonable belief that the allegations are substantially true and must not act for personal gain. It must also be 'reasonable in all the circumstances' of the case to make the disclosure.
75. Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate (to preserve confidentiality) that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the police will be informed.
76. Additionally a member of staff is at liberty to express any concern to the Head or the Director of Finance and Operations. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, when possible (subject to third party rights) will be informed of the resolution. A member of staff who is not satisfied that their concern is being properly dealt with by the Head or Director of Finance and Operations will have a right to raise it in confidence with the governing body.
77. No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the whistle-blowing procedures.
78. **The NSPCC whistleblowing helpline is available for staff. Calls can be made to 0800 028 0285, and the email address is help@nspcc.org.uk.**

CONTACT TELEPHONE NUMBERS

	Internal:	External:
Designated Safeguarding Lead person:		
Mr David Corran	748 777	01428 686748 07460 173023
Deputy DSL		
Mr Ian Richardson		07497 093502
Head:		
Mrs Joanna Wright	710 and 743	01428 686743

Surrey Safeguarding Children Partnership ([SSCP](#))

The Surrey Safeguarding Children Partnership co-ordinates how children are safeguarded and protected from harm. Their website provides guidance and protocols for professionals as well as details of child protection courses available.

- Normal: 0300 470 9100
- Out of hours: 01483 517898
- Email: partnership.team@surreycc.gov.uk

Local Area contact for Waverley

- Duty Desk : 0300 123 1640

LADO

- Duty Desk: 0300 123 1650
- Email: LADO@surreycc.gov.uk

Useful contact

- SSCP Support Team partnership.team@surreycc.gov.uk

Surrey is deemed a low-risk county for terrorist activity, but there remains the possibility of some suspicious behaviour in this regard. Concerns can be reported in a number of ways:

- Surrey Police non-emergency number 101
- DfE dedicated helpline for non-emergency advice 0207 340 7264
- DfE email counter-extremism@education.gsi.gov.uk
- Anti-terrorism hotline 0800 789 321
- If it is an emergency dial 999

79. All children must receive the right help at the right time to prevent issues from escalating. Although the expectation is that referrals will be made by any one of the Safeguarding Leads, anyone can make a referral if necessary.
80. This policy is reviewed annually or more frequently if required by the Senior Management Team, the Deputy Head, the Governors' Pastoral Working Group, the Governor responsible for Child Protection and Safeguarding and then also by the full governing body at the Summer Term meeting to ensure its efficiency. At that meeting, the Treasurer will sign a declaration that the policy has been reviewed.

Appendix 1

Staff behaviour protocols

For more detailed guidance, please refer to the "[Contact between staff and students](#)" Policy on Firefly.

Underlying principles

- The welfare of the child is paramount; all staff have a duty to keep children safe and to protect them from harm
- Staff are responsible for their own actions and should avoid any conduct which would lead a reasonable person to question their motivation and intentions; their behaviour must reflect integrity, maturity and good judgement
- Staff should take advice from their line manager or a senior member of staff over any behaviour or incident that gives a cause for concern
- Professional standards and judgements should be applied consistently towards all pupils.
- Behaviour which might be misinterpreted by others must be avoided
- Staff are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action against them. In the case of an allegation about a colleague that they have:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children

The School will refer the allegation to the LADO. This procedure relates to members of staff, supply staff, volunteers working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Position of trust

As a result of the knowledge, position and authority invested in their role, all adults working with children are in positions of trust in relation to a child in their care or who has recently left the School. A relationship between a member of staff and a pupil is not a relationship between equals. There is the possibility of exploitation and harm of vulnerable young people, and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. When a person aged 18 or over is in a position of trust with a child

under 18 or a member of the School over 18, it is an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

Propriety and behaviour

- Staff should never make sexual remarks to a pupil, including in an e-mail, text message or any other electronic form of communication
- Staff should never discuss their own personal relationships with or in the presence of pupils
- Staff should never humiliate or demean pupils
- Staff should not seek to establish social contact with pupils in any way and in particular via electronic communication and social media; conferring special attention upon a child might be construed as being part of a grooming process
- Staff should not give their personal details such as phone numbers or e-mail addresses unless a specific need to do so has been agreed with The Head or Deputy Head

Physical contact

There are occasions when it is appropriate for staff to have physical contact with pupils, but this must be in a way appropriate to their professional role. When physical contact is made with pupils, this should be in direct response to their needs at the time, limited in duration and appropriate given their age, gender, ethnicity and background. Physical contact should never be secretive or for the gratification of the adult or represent a misuse of authority.

If it is necessary to restrain or control a pupil, the amount of force used must be proportionate to allow the individual to regain control of themselves.

Working in one-to-one situations with a pupil

Staff should recognise the added vulnerability of the one-to-one situation and plan accordingly. The safety of both the child and the adult is vital in such circumstances. The following principles should help:-

- Such meetings should take place in an open area and not in remote, secluded parts of the campus
- The venue should allow others to see into the room
- The door should be left open, if appropriate
- Another adult should be informed about the meeting beforehand and about the likely venue for it
- If the situation becomes difficult, the matter should be reported to a line manager

Prearranged meetings with pupils away from the School campus are not acceptable unless approval has been obtained from the pupil's parent and a senior member of staff. This applies to staff accommodation in the boarding houses and around the campus.

These behaviour protocols apply at all times and are not restricted to times when the School is formally in session. In particular they apply on all School trips and especially those of a residential nature.

In addition to the information that is contained within this policy, the School has other policies to which reference can be made to show the standards of professional behaviour that are expected of its staff. Those policies marked * are available on the website, but other policies and documents can be obtained from the School Office upon request. Please also refer particularly to the "[Contact between staff and students](#)" Policy which is on the School's VLE known as "Firefly".

Alcohol

Anti-Bullying and Cyberbullying*

Code of Conduct for Residential Educational Visits in the UK and Abroad*

Code of Safety in Outdoor Activities*

Confidentiality Procedure

Equal Opportunities

Health and Safety Policy*

Hire, Sale, Borrowing or use of School Property

ICT Acceptable Use Policy

Internal and External Communications

Missing or Absconding Pupils - Procedure to be followed

Nursing and Midwifery Code of Conduct for Nurses

Photography

Social Media – staff use policy

Staff Employment Handbook - especially sections v and vi and the appendices of the Staff Handbook

Standards expected from Teachers*

Supervision of Pupils*

Use of reasonable force

If staff have any concerns about a colleague they may refer to the whistleblowing protocols on pages 10 and 11 of this policy document for advice on ways to report reasonable concerns.

Appendix 2

Prevent duty guidance

This statement takes into account the following documents:-

- Prevent Duty Guidance: for England and Wales, issued by HM Government in June 2015, updated March 2016 to reflect the duty in the Counter Terrorism and Security Act 2015 and its later revision
- Keeping Children Safe in Education, DfE September 2021
- Working Together to Safeguard Children DfE July 2018
- The Use of Social Media for Online Radicalisation DfE July 2015

Further information on certain aspects of this guidance can be found in:-

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Anti-Bullying and Cyberbullying Policy
- E-safety and ICT acceptable use Policy
- Missing or absconding pupils Policy

The Head and Designated Safeguarding Lead for Child Protection and Safeguarding are responsible for:-

- Understanding the risk of radicalisation
- Ensuring that staff understand the risk and build the capability to deal with it
- Communicating and promoting the importance of the Prevent duty
- Ensuring that staff implement the Prevent duty effectively to avoid pupils being drawn into terrorism. This is achieved through staff training so that, as in all child protection matters, the staff have the confidence to identify children at risk
- Providing a safe environment in which pupils can understand and discuss sensitive topics, including terrorism and extremist ideals that are part of terrorist ideology

Key definitions are:-

- **Extremism** = the 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. Also included in this definition is the call for the death of members of the armed forces, whether in this country or overseas. For example, currently, Islamist extremists regard Western intervention in Muslim-majority countries as a “war with Islam”. In their view people cannot be both Muslim and British and Muslims living in this country should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion.
- **Interventions** = projects intended to divert people who are being drawn into extreme activity. They can include monitoring, counselling, theological support, encouraging civic engagement and developing support networks, such as peer structures and communities with the boarding houses.

- **Prevention** = reducing or eliminating the risk of individuals becoming involved in extremism. It also includes but is not confined to the identification and referral of those at risk of being drawn into extremism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.
- **Radicalisation** = the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** = an extremist action that endangers or causes serious violence to a person or people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. The most significant terrorist threat is presently from Syria and Iraq and Al Qa'ida associated groups. However, terrorists linked with the extreme right also pose a threat to safety and security.

King Edward's School Witley will fulfil its duty under the terms of the Prevent Guidance. This will be achieved in a number of ways:-

- King Edward's School provides a broad and balanced curriculum which promotes, amongst other things, the spiritual, moral, cultural and social development of pupils and prepares them for their responsibilities in adult life.
- A spirit of community cohesion is promoted. This begins at the level of the major pastoral unit, the boarding house, in which all members know each other well, and widens to the whole school community. The School is of such a size that all members of the community can be known by each other.
- The promotion of fundamental British values is encouraged as part of the education that is provided. This is manifest in PSHE lessons, tutorial discussions, Head's Assembly and Chapel services.
- Open discussion is encouraged in a number of places so that extreme ideas can be freely challenged. It is a requirement that all teachers present political issues in a balanced way that forbids political indoctrination. Staff are reminded of these responsibilities as part of the child protection training that they receive and are required to challenge extremist ideas.
- The School has robust safeguarding policies, reviewed annually by the SMT and governors, to identify pupils at risk and to supply the necessary intervention. The nature of the governing body, with its strong association with The City of London and firm adherence to the concept of fundamental British values, provides a clear filtering mechanism.
- Visiting speakers are invited by staff, perhaps at the suggestion of pupils, but their suitability is always assessed and they are appropriately supervised at all times.
- Every effort will be made to ensure that groups with links to terrorism do not use the School's buildings and resources.
- The School will always take into account the advice that is given by local and other counter terrorism agencies and will work in partnership with them whenever any concerns arises.
- The Director of ICT has clear policies and practice in place to ensure that pupils are safe from terrorist and extremist material when they access the internet at School. There are appropriate levels of filtering through Securus.

A risk assessment to show that due consideration is given to the Prevent duty

Nature of the risks	Level of risk	Actions taken to minimise the risk
A pupil applying for admission to the School for motives other than education	Medium	The Admissions Department pays close attention to all applications, but is even more precise in the review of applicants from Syria, Iraq or other predominantly Muslim areas. A business relationship is established with the family, agency or other charitable partners, and all protocols are followed precisely in the application for a visa. House staff are informed specifically of the needs of all pupils and the potential risks that they may face. Separate risk assessments are drawn up for each request to attend a mosque only after careful consideration of its suitability. There remains at all times the clear expectation that all applicants to the School will align with its clear Christian ethos.
Any pupil becoming indoctrinated whilst at School	Low	The checks that are in place on curriculum delivery, such as learning walks, lesson observations and the oversight of curriculum delivery by a Head of Department should prevent problems in lessons. The level of ICT protection should prevent research and communication on the school network. A climate of open discussion and the presence of a number of staff to whom pupils can speak provide the opportunity for concerns to be raised readily. Robust safeguarding policies are in place. The House staff are extremely experienced providers of pastoral care and are alert to changes in patterns of behaviour.
A day pupil becoming indoctrinated whilst at home	Medium	The School has less control over what day pupils do at home under the care of parents/guardians. However, by building a good relationship with parents/guardians and encouraging conversation with them, significant information can be conveyed. Focussed safety meetings and regular communication in the Head's newsletter provide due awareness of the School's ethos and expectations. The liaison with partners provides understanding of the level of risk in the local area. Robust safeguarding policies are in place
A pupil becoming indoctrinated during a holiday period	High	There is a clear risk that when pupils return to their home land and the lower level of supervision that might be able to be provided by parents, the risk increases. Information to parents can help, but their level of English may not be great enough to appreciate the significance of the message. Robust safeguarding policies are in place. House staff hold return to School conversations with pupils to help to keep them alert to any changes in behaviour patterns that could be emerging.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (HM Government, updated April 2015) will be followed in consideration of the risk of a pupil being drawn into radicalisation. On balance, after due consideration by the Senior Management Team it is agreed that the net level of risk is one that can be managed.

Appendix 3

Adaptation of Safeguarding and Child Protection procedures and systems in response to COVID-19

April 2020

Response to COVID-19

There have been significant changes at King Edward's School in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the School's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the Designated Safeguarding Lead (DSL), Head or LADO in line with our established safeguarding procedure.**

This appendix sets out some of the adjustments we are making in line with the changed arrangements in the School and following [advice from government](#) and local agencies. This Appendix uses the terms "child" (or "children") and "pupils" in acknowledgement of the statutory duty to protect all children and young people from harm. Attempts have been made to distinguish between situations that are likely to involve children attending King Edward's School – "pupils" – and other children but, in all cases, the underlying assumption is that a duty of care exists from School staff to all children.

The School's current position and local advice

The needs of all children and young people, their views and those of their parents and carers are being actively monitored. Risk assessments will be undertaken where appropriate, to include

- the potential health risks to all members of the School community and those resident on site from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to pupils if some or all elements of their Early Help plan, or in-house equivalent (e.g. Pastoral Care Plan), cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely

(adapted from <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>)

Reporting arrangements

The School arrangements continue in line with our child protection policy. The School aims to ensure the DSL or a deputy is always on site while the School is open. In any unusual circumstance where this is not possible the DSL or a Deputy DSL (DDSL) will be contactable and the Head or a member of the

Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff and, in particular, Housemasters and Housemistresses will continue to follow Child Protection procedures and advise the (D)DSL immediately about concerns they have about any child, whether in School or not. COVID-19 effectively requires increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services and the LADO office are unchanged:

Surrey County Council Children's Services	0300 470 9100
Multi-Agency Partnership	01483 517 898 (emergency out-of-hours team)
Single Point of Access (C-SPA)	csmash@surreycc.gov.uk
National Society for the Prevention of Cruelty to Children (NSPCC)	
helpline: 0808 800 5000 or email:	help@nspcc.org.uk

For allegations against staff working in Schools:

Local Authority Designated Officer (LADO) 0300 123 1650 (option 3) LADO@surreycc.gov.uk

Should a child, in the School's view, be at risk of significant harm and local agencies are not able to respond, the School (usually the DSL) will immediately follow Surrey Safeguarding Children Partnership's escalation procedure. In these cases, escalation would be to the senior officers:

Executive director for nursing, quality and safeguarding in health
Chief Executive Officer in Surrey County Council
Chief Constable in Surrey Police
Independent Review Service - irunit.duty@surreycc.gov.uk
Child Protection Unit - cpunit.duty@surreycc.gov.uk

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable pupils. Using the School's "Levels of Concern" document as a basis, the Safeguarding Committee (with further input from Housemasters and Housemistresses) has identified those children most likely to be affected by a prolonged stay at home or with carers, paying particular attention to those Foundation pupils identified as having a boarding need. The "Levels of Concern" document has been updated accordingly.

In the case of looked after children, those who have a social worker and those on the edge of social care involvement, and any other pupil deemed vulnerable by the Safeguarding Committee, their Housemaster or Housemistress is in frequent, regular contact both formally and informally. There are no pupils at King Edward's School who are subject to a child protection plan or EHCP. The School anticipates providing care for pupils who have a social worker, by agreement with the latter, from the start of next term.

These arrangements will be reviewed and consideration given to closer care, including the possibility of providing care on site.

Holiday arrangements

King Edward's School is not currently providing care for the children of any key workers. This situation may change, in which case, a revised version of this document will be produced.

Attendance

The School will follow the [attendance guidance issued by government](#). Where a pupil is expected and does not arrive, the School will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc) but, if necessary, arrange a home visit by the School or another appropriate agency. A risk assessment will be undertaken to consider and manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the School to ensure children and young people are safe.

The School will also follow the attendance procedure if contact proves impossible with pupils at home through close liaison and cooperation with external agencies including police and social services.

The School is aware of its obligations in respect of children and parents taken off roll for elective home education and to inform the Local Authority in case of a child missing in education.

Staff will be made aware of increased risk.

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas are being considered in the context of any work for pupils to undertake at home (including recognising the impact of online learning – see below), and an appropriate remote curriculum drafted in anticipation of an extended period of remote learning. Staff will be aware of the mental health of both [pupils](#) and their [parents and carers](#), and must inform the DSL of any concerns.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a School closure or partial closure. Our staff (especially but not only House staff) will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. Extra care will be taken where groups have mixed age, developmental stages, are attending other Schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

The issue of peer-on-peer abuse is well addressed by staff through InSeT during the year and forms part of the School's ongoing PSHE curriculum. In the event of an extended period of remote learning, provision will be made to include PSHE in the remote learning curriculum. A more detailed account of the School's approach to peer-on-peer abuse may be found in the [Peer-on-Peer Abuse Policy](#)

Risk online

Young people will be using the internet more during this period. The School may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when pupils were learning at the School.

- The School continues to ensure [appropriate filters and monitors are in place for all applications used for remote learning](#). The Safeguarding governor will monitor this as part of an overarching responsibility to assess the effectiveness of all safeguarding procedures

- The School has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have issued a code of conduct for remote learning, accordingly.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the School's code of conduct and importance of using School systems to communicate with pupils and their families.
- Staff have read the [20 safeguarding considerations for livestreaming](#) prior to delivering any livestreamed sessions

King Edward's School pupils have received guidance on keeping safe online and know how to raise concerns with the School. During this time of remote learning, the School will not ask pupils to interact with anyone from outside the School community.

In case of concern, other child-protection resources to contact include:

[Childline \(0800 1111\)](#)
[UK Safer Internet Centre](#) and
[CEOP](#).

In addition, parents and carers should make a note of the following resources to keep their children safe when online:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and carers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team (as above and in the Safeguarding Directory).

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

The School has confirmed that the arrangements to contact the LADO at the local authority remain unchanged (as above).

If necessary, the School will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of KCSIE 2021 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the School Child Protection policy, the Behaviour Policy, the Whistleblowing Policy

and the Staff Code of Conduct in the Employment Handbook. The (D)DSL will ensure new recruits know whom to contact if worried about a child and ensure the new starters are familiar with child protection procedures.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of pupils, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of KCSIE 2021, and
- where the role involves regulated activity, and the appropriate DBS check has been undertaken by that setting, we will undertake a [written risk assessment](#) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with pupils until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the pupils.
- The School will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable initially to [check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The School will update the Single Central Record of all staff and volunteers working in the School, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the HR Department of who is working in the School each day.

New children at the School

In cases when children join our School from other settings, we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP, in the normal way. This file must be provided securely **before** the child begins at our School and a call made from our (D)DSLs to the placing School's DSL to discuss how best to keep the child safe. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our School will be recorded on our safeguarding system, will be securely copied to the placing School DSL and will be securely returned to the placing School on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on 5th October 2021 and is available on the School website and Firefly.

Appendix 4 “Levels of Need”

1. Surrey Children's Safeguarding Partnership publishes a document called Effective Family Resilience (known as 'Levels of Need') which sets out in detail the indicators, symptoms and behaviours which people who work with children must look out for constantly. It divides those into **four** levels of need. Every single person in Surrey who is under 18 will fit within one of the four levels.
2. Concerns about the wellbeing of any pupils should be shared with DSL or Deputy DSL (in person or via CPOMS) and will then be discussed at the Pupil Wellbeing Committee which meets once per week in term time with the following members:
3. DSL (currently also Deputy Head; Chair); Deputy Head (Academic); Deputy DSL; School Counsellor; Medical Centre Manager; SENCO; Chaplain
4. Discussion within this body, and effective use of CPOMS, should minimise the ‘jigsaw’ effect in which a number of colleagues hold information that, individually, may seem trivial but which, once put together become significant.
5. **Level One:** the large majority of children at KESW (and in Surrey more generally) are said to be at Level One, the lowest of the four Levels of Need, because they are developing and achieving outcomes as expected. As part of growing up, many children will have health concerns, family issues, academic worries or problems with peer relationships. It is a key part of the role of HsMs, and their teams to offer children and their families advice and information on support which is universally open to all pupils: Tutors and Matrons, the Special Educational Needs department, the Chaplaincy, the Medical Centre, Counsellor, NHS services, and so forth.
6. **Level Two:** if the DSL, working with the Pupil Wellbeing Committee (PWC), judges that the child’s situation requires a more formal coordination of the School’s internal services, he or she is said to be at Level Two. The Committee will identify a ‘Lead Professional’ who will have responsibility for assessing the pupil's needs and then writing, implementing and reviewing a Pastoral Care Plan (KESW’s version of an Early Help Plan). The plan will be shared with the pupil and their parents, and others on a need-to-know basis, and with HsM whenever possible. The purpose of a PCP is to improve the child’s situation by formulating a response, coordinating the work of colleagues, and regularly reviewing progress. If, on review, the pupil's situation does not seem to be improving, the Committee will consider escalation.
7. At **Level Three**, the child’s needs are moving beyond what the School alone can provide. For example, the School's Medical Officer may have referred the pupil to CAMHS, or the SENCO may have decided that specialised external support is required. If the DSL, working with the PWC and the Safeguarding Partnership's Effective Family Resilience document, judges that the child’s needs might best be met by a mixture of the School's internal services working together with the targeted help provided by specialised exterior services, then the DSL will refer the child to Surrey Council's Early Help Hub using the Children's Single Point of Access (contact details on the Safeguarding directory for adults) or to services provided within the pupil's home area (if not Surrey). In most cases, written consent for a referral must be provided by parents, guardian or social worker, and the resulting Early Help Plan (local authority version) must include and be shared with them and the child. An Early Help review at which the parents and the professionals who are offering support to the pupil meet is called a TAF (‘Team around the Family’) meeting.

8. **Level Four**, the highest level of need, is a legal designation defined by Sections 17 and 47 of the Children Act 1989. The School must pass on to the local authority any possible Level Four concerns. Section 17 of that Act safeguards children who are 'in need', because their health or development would be weakened if they were not supported by specialised services. This includes children with serious disabilities or complex special educational needs. Under Section 47 of the Children Act, which covers **child protection**, the local authority must investigate when it becomes aware that a child is suffering (or is likely to suffer) significant harm.

Appendix 5 – Managing low level concerns

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

