KIMICHI SCHOOL WORCESTER

Safeguarding and Child Protection Policy

2026 – 27

Approved by	Board of Trustees
Signed	Kirsty Henderson-Jones, Chair of Trustees
Date approved	28 August 2026
Revised	29 September 2026 — see the Schedule of Changes at the end
Policy owner	Head of School and Designated Safeguarding Lead
Review date	August 2027, and before each new edition of Keeping Children Safe in Education comes into force

This policy is contractually binding on all staff. It applies to all teaching and support staff, trustees, governors, students on placement and volunteers, in all school activities on and off site.

If you are worried about a child right now

This page is a summary. It does not replace the rest of the policy, but if you need to act in the next five minutes, act on this.

1. Tell the Designated Safeguarding Lead. Today. Not tomorrow.

2. Write it up on SSSConcern the same day — what you saw or heard, in the child's own words where you can, with the date and time.

3. If a child is in immediate danger, call 999. Do not wait for anyone's permission.

Who	Role	Contact
Caroline Channon	Designated Safeguarding Lead, Head of School	c.channon@kimichiworcester.co.uk
Sally Alexander	Deputy DSL, Executive Headteacher	s.alexander@kimichiworcester.co.uk 07515 654793
Siobhan King	Deputy DSL	s.king@kimichischool.co.uk
Kiera Alexander	Deputy DSL, Head of Pastoral	**k.alexander@kimichischool.co.uk**
Mark Aitchison	Safeguarding Governor, Chair of Governors	**markaitchisonmusic@gmail.com**

If you need	Number
Worcestershire Family Front Door (referrals and advice)	01905 822666
Emergency Duty Team, out of hours	01905 768020
Local Authority Designated Officer (LADO) — concerns about an adult	01905 846221
Police — emergency	999
Police — non-emergency	101
NSPCC Helpline	0808 800 5000
Prevent / Counter Terrorism confidential hotline	0800 789 321

A concern about an adult in school goes to the Designated Safeguarding Lead or the Executive Headteacher.

A concern about the Designated Safeguarding Lead goes to Sally Alexander, Executive Headteacher.

An allegation about the Executive Headteacher goes to Kirsty Henderson-Jones, Chair of Trustees, who informs the LADO.

Never agree to keep a child's disclosure secret, and **never** investigate it yourself.

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Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care including during any extended day provision; and taking action to enable all children to have the best outcomes: (Keeping Children Safe in Education, DfE September 2026, Working Together to Safeguard Children, April 2026), therefore this policy MUST be used in conjunction with the anti-bullying policy, internet safety policy, music safeguarding policy, the Positive Handling and Restrictive Physical Intervention Policy, and the behaviour policy. These all fall under the wider umbrella of Safeguarding, and should be implemented in the day-to-day running of the school.

Safeguarding at Kimichi School Worcester is underpinned by a strong safeguarding culture. This means that safeguarding is not only about policies and procedures, but is embedded in everyday practice, decision-making and professional behaviours.

All staff understand that safeguarding is everyone's responsibility and that effective safeguarding requires vigilance, professional curiosity, and a willingness to act.

All staff are expected to demonstrate professional curiosity, recognising that presenting behaviours may not reflect underlying risk. Staff will actively question, observe and seek further information where concerns arise.

Circulation: This policy is addressed to all Trustees, teaching and support staff, including school medical and nursing staff and will be supplied to parents and pupils on request.

This policy has been developed in accordance with the principles established by the Children Act 1989; the Worcestershire Safeguarding Children Partnership's Multi-Agency Safeguarding Code of Practice and in line with current, relevant legislation and DFE guidance: "Keeping Children Safe in Education 2026" and "Working together to safeguard children 2026" and "Prevent Duty Guidance" 2023.

This policy applies in all school activities, both on and off-site, which take place during, before and after school undertaken by pupils (for the rest of this policy pupils refers to children under the age of 18) whilst they are the responsibility of the school.

This policy applies to all teaching and support staff, Trustees, students on placements and volunteers working in the school. The School is also committed to ensuring that other providers of services to the School who have contact with its pupils comply with this policy. Staff, including volunteers, are required to read this Policy and sign the appropriate form as part of their induction to confirm such.

Safeguarding and child protection are at the forefront of school and underpin all relevant aspects of process and policy development in schools and colleges. Where there is a safeguarding concern, the voice, lived experience, wishes and feelings of the child will be central to all safeguarding decisions. Young people should know that their concerns will be treated seriously and that they can safely express their views.

The school ensures that the child's voice is not only heard but actively informs decision-making. Staff will consider how the child's wishes and lived experience shape safeguarding responses, while recognising that these may need to be balanced with professional judgement and risk.

Systems for reporting abuse should be well promoted, easily understood and easily accessible for children.

Kimichi School Worcester fully recognises its responsibilities for safeguarding children from risk of/or actual abuse. In order to protect children, the school is committed to undertaking all reasonable measures to safeguard and promote the welfare of each pupil in its care by:

- the safe recruitment of staff and volunteers. (Safer recruitment policy)
- promoting a safe learning environment for all pupils.
- raising awareness of safeguarding issues and undertaking appropriate training for staff including opportunities within the LIFE curriculum for pupils to develop the skills needed to recognise and stay safe from abuse.
- developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- ensuring pupils know that there are adults in the school whom they can approach if they are worried.
- supporting a pupil who has been abused in accordance with his/her agreed safeguarding plan.

- establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- securing a balanced presentation of political issues in order to negate political indoctrination.
- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Trustee responsibility for Safeguarding

The Safeguarding Governor is Mark Aitchison, Chair of Governors, who is responsible for ensuring that the School's procedures are consistent with the Worcestershire Safeguarding Children Partnership's procedures.

Training must be undertaken by all in a governance role as part of their induction process together with ongoing training. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

In addition KCSIE 2026 places additional statutory expectations on governance which include an awareness of obligations under:

- The Human Rights Act 1998
- The Equality Act 2010. (The Public Sector Equality Duty applies to state-funded schools; Kimichi follows its spirit.)
- Trustees and governors must be able to provide effective challenge and assurance that safeguarding arrangements are robust, compliant and effective in practice. This includes:
- reviewing safeguarding data and trends
- scrutinising the effectiveness of safeguarding systems
- ensuring that safeguarding policies are implemented consistently
- assuring themselves that staff training, culture and practice are effective

Staff responsibility for Safeguarding

The Designated Safeguarding Lead is Caroline Channon, Head of School. The Deputy Designated Safeguarding Leads are Sally Alexander, Siobhan King and Kiera Alexander.

The responsibilities of the Designated Safeguarding Lead(s) are to:

- advise and act upon all suspicion, belief and evidence of abuse reported to him/her
- be the first point of contact for parents, pupils, teaching and support staff, external agencies and any other in all matters of safeguarding
- ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- co-ordinate, update and review the safeguarding procedures in the School
- liaise with the Social Services Department and other agencies on behalf of the School
- ensure that all members of staff and volunteers receive basic and induction training in safeguarding issues and are aware of the School's safeguarding procedures
- monitor the keeping, confidentiality and storage of records in relation to safeguarding
- ensure that all students are encouraged to talk and that students know whom to approach with any concerns
- ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint

- receive training in safeguarding issues and inter-agency working as required by the Worcestershire Safeguarding Children Partnership including regular attendance at the Child Protection Forum.
- make and oversee decisions relating to Temporary Safeguarding Separation where safeguarding risk requires temporary arrangements to maintain safety and access to education.

transfer information to the new school when a pupil on the Safeguarding Register or about whom there have been safeguarding concerns in the preceding year leaves, ensuring that the information is transferred separately from the main pupil file. If the School does not know where the pupil has moved to, then the Local Authority Designated Officer or the local Social Services department will be contacted.

Provide help and support to meet the needs of children as soon as problems emerge

The responsibilities of all school employees is to:

- respond appropriately to disclosure
- act upon all suspicion, belief and evidence of abuse by referring the concern immediately to the Designated Safeguarding Lead(s)
- know the relevant Safeguarding procedures
- undertake the required Safeguarding awareness training
- monitor their own standards and practice.

Protect children from maltreatment, inside or outside the home, including online.

maintain professional curiosity, recognising that presenting behaviours may not reflect underlying risk

EARLY HELP

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Early help is part of a broader "family help" approach as outlined in Working Together to Safeguard Children (2026). This recognises that support should be coordinated across agencies to meet the needs of children and their families at the earliest opportunity.

Where appropriate, a lead practitioner will be identified to coordinate support, act as a single point of contact, and ensure that services are working together effectively to improve outcomes.

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

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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care, education or home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited; is a privately fostered child.

Has experienced multiple suspensions, is at risk of being permanently excluded from schools, college and in alternative provision or a pupil referral unit.

has a parent or carer in custody or is affected by parental offending.

Safeguarding practice will adopt a whole family approach, recognising that children's needs are often best understood within the context of their family. The school will work with parents, carers and wider family networks wherever it is safe and appropriate to do so.

Record-keeping

All disclosures, complaints or concerns should be recorded at the time in accordance with the published guidelines on

https://concern.ssslearning.co.uk/kimichi_wr52hp

The school will keep copies of safeguarding information until the student's date of birth plus 25 years. All safeguarding records are held on SSSConcern, the school's secure online safeguarding system. Access is strictly limited to the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads and the Executive Headteacher. An agreed symbol indicating that there is a reference in the Safeguarding Register will be placed on the pupil's main file. Staff will be given as much information as necessary in order for them to help the pupil concerned. In general, this will mean that, where a pupil is on the Safeguarding Register, or where there are concerns about a pupil, the teachers who teach that pupil and any member of staff specifically chosen by the pupil to provide support will be kept informed on a need-to-know basis. It may be appropriate in some cases to inform other staff though without details necessarily being given. Whenever information is given, care will be taken to indicate its sensitivity and the confidentiality required. Learning lessons applies to all cases, not just those which are concluded and found to be substantiated. When a pupil leaves, the School will pass on immediately to the receiving school the full contents of the record, including any on-going concerns raised in the previous year, ensuring that the information is transferred separately from the main pupil file. If the receiving school is not known, the Education Social Welfare Service will be informed at once so that appropriate enquiries can be made. Parents do not have automatic right of access to the Safeguarding Register but this may be permitted access depending on the circumstances.

Safeguarding information is not normally shared with agencies other than Social Services or the Police. Guidance should be obtained from the School's solicitors in respect of any request for access from another agency.

DISCLOSURE PROCEDURES

All Staff

Initial Complaint/concern

A member of staff suspecting or hearing a complaint of abuse must not investigate it beyond the point at which it is clear that there is an allegation. In particular, the member of staff:

Must listen carefully and calmly to the child and keep an open mind. Staff should not make a decision as to whether or not the abuse has taken place.

Must not ask leading questions, that is, a question which suggests its own answer.

Must not undertake their own investigation, question the pupil again or request more details.

Must reassure the pupil by telling them that they have done the right thing in telling the member of staff. Do not give a guarantee of absolute confidentiality and explain the need to pass the information to one of the Designated Safeguarding Lead(s) who will ensure that the correct action is taken.

Must reassure the pupil that victims of abuse are taken seriously and will be supported.

Must keep a sufficient written record of the conversation distinguishing clearly between fact, observation, allegation and opinion. The note should then be signed and dated and kept in a secure file that cannot be tampered with.

If staff are uncertain about whether the information divulged constitutes abuse and require clarification, they should without delay (and without divulging the student's name) discuss the case with designated staff with responsibility for Safeguarding.

Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers, etc.), must be safeguarded and preserved.

Reporting

All suspicion or complaints of abuse must be reported to one of the Designated Safeguarding Lead(s) immediately. A concern or allegation about Caroline Channon, who is both Head of School and Designated Safeguarding Lead, is reported to Sally Alexander, Executive Headteacher. An allegation about the Executive Headteacher is reported to Kirsty Henderson-Jones, Chair of Trustees, who will inform the Local Authority Designated Officer. The Designated Safeguarding Lead(s) will brief the Headteacher on all cases, unless the Headteacher is her/himself the subject of the complaint, and will report to the Safeguarding Governor if a referral to the local Social Services Department is to be made.

From 2026, Kimichi School Worcester uses SafeguardingConcern (https://concern.ssslearning.co.uk/kimichi_wr52hp/signIn) as a means of official recording and tracking safeguarding issues.

Low level concerns

Concerns should initially be shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the headteacher/principal. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL. Low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

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

The school promotes a culture where all concerns, no matter how small, are shared openly. Low-level concerns are not viewed in isolation but are reviewed collectively to identify patterns of behaviour. Staff are actively encouraged to self-report where they may have fallen below expected standards, recognising that this supports a transparent and safeguarding-focused culture.

Temporary Safeguarding Separation (TSS)

Kimichi School Worcester recognises that, in limited circumstances, safeguarding concerns may require the temporary separation of a pupil from the school site or from one or more other pupils in order to protect children and maintain safe access to education.

Temporary Safeguarding Separation (TSS) is not a disciplinary sanction and is not a suspension or permanent exclusion. It may be used where immediate safeguarding concerns require temporary arrangements whilst risk assessment, investigation or multi-agency decision-making takes place.

Because an arrangement of this kind can look like informal exclusion, the following apply to every use of TSS without exception:

- every use is authorised by the Executive Headteacher and logged on SSSConcern the same day, with the reason and the safeguarding risk it addresses
- it is time-limited from the outset, reviewed at least every two school days, and ends as soon as the risk can be managed another way
- the pupil's education continues throughout — work is set, marked and returned, and contact with a familiar adult is maintained
- parents or carers are told the same day, in writing, what the arrangement is and when it will be reviewed
- where the pupil has an Education, Health and Care Plan, or is looked after, the local authority, the social worker and the virtual school are informed the same day
- the pupil remains on roll and is marked present in the register under the appropriate code for off-site educational activity
- a record of all uses of TSS is reported to the Safeguarding Governor each term, including where there have been none.

TSS must never be used as a way of removing a pupil from school without following the Exclusion and Suspension Policy. If the reason for removing a pupil is behaviour rather than an immediate safeguarding risk, the Exclusion and Suspension Policy applies and TSS does not.

The decision to implement TSS will:

- be made on a case-by-case basis
- involve the Designated Safeguarding Lead (or deputy)
- consider the views, wishes and lived experience of the child where appropriate
- consider duties under the Human Rights Act 1998 and Equality Act 2010
- ensure continued access to suitable education
- be proportionate, necessary and time-limited
- be recorded formally through SafeguardingConcern.
- Examples of circumstances which may justify TSS include:
- allegation of sexual assault or sexual violence between pupils
- child-on-child abuse concerns
- serious physical assault allegations
- persistent intimidation or coercive behaviour
- safeguarding investigations involving police or children's social care
- circumstances where pupils cannot safely remain together during assessment of risk.
- TSS will not be used:
- as punishment
- as an informal exclusion
- because the school cannot meet SEND needs
- instead of lawful exclusion procedures
- indefinitely or without review.
- Where TSS is implemented:
- parents/carers will normally be informed without delay
- Trustees may be informed where appropriate
- arrangements for education will be considered immediately

- review points will be agreed at the outset.

Where concerns escalate or become disciplinary in nature, the school reserves the right to consider suspension or permanent exclusion in accordance with the Behaviour Policy.

The Designated Safeguarding Lead(s) Guidelines

The Designated Safeguarding Lead(s) carries the legal responsibility to inform Social Services of any concerns raised about possible safeguarding issues. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This may be by a telephone call or email, followed by a written referral as necessary. Whenever possible the Designated Safeguarding Lead(s) will have already discussed concerns about a pupil with his or her parents/carers and will tell parents/carers when a referral is to be made to Social Services. However, in some exceptional circumstances the parent/carer will not be informed in advance. This could be because the child may be seen to be at risk if they were to be informed or the pupil is over 16 years of age and has invoked their rights to confidentiality. In circumstances where a referral is made without first informing the parents, they will be told about the concerns and actions as soon as possible. The Designated Safeguarding Lead(s) must also notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the safeguarding register.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

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

What will the local authority do?

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

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

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in

the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Referral Guidelines

On receiving notification of a concern/complaint, the Designated Safeguarding Lead(s) will decide upon the appropriate course of action. If there is any doubt as to the seriousness of the suspicion or complaint, they will inform the Headteacher and consult with the Local Authority Designated Officer (LADO). Initial consultation with the LADO may take place on a no names basis to protect the anonymity of the pupil, family or member of staff concerned. However, as soon as sufficient concern exists that a child may be, or has been, at risk of significant harm, a referral will be made without delay following the procedures published by the Worcestershire Safeguarding Children Partnership.

The school recognises the importance of timely decision-making in safeguarding. Where there are concerns about delays, thresholds, or the response of other agencies, the school will follow local escalation procedures to ensure that children receive appropriate protection and support without delay.

If an initial referral is made by telephone, the Designated Safeguarding Lead(s) will confirm the referral in writing to the local Social Services Department within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead(s) will contact Social Services again. If the concern/complaint is of a serious nature then the School will refrain from undertaking an internal enquiry unless this is the agreed course of action following consultation with the LADO or at a multi- agency strategy meeting.

The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed, will be considered before a referral is made. However, there may be times when the situation is so serious that, after appropriate consultation with the Headteacher and the LADO, decisions need to be taken that override a pupil's wishes.

Under normal circumstances the wishes of the complainant's parents will be taken into account, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. However, it may be necessary to override parental wishes in some circumstances. If the Designated Safeguarding Lead(s) is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose. In addition, a pupil who is over 16 years of age has rights to confidentiality which may prevent the School from being able to share information with parents.

The Designated Safeguarding Lead(s) will liaise with each other and with the Headteacher to inform him of any issues and on-going investigations and to ensure that there is always cover for the Designated Safeguarding Lead(s) role.

Monitoring and Filtering

The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new filtering and monitoring standards (DfE, 2023b), which support schools to have effective systems in place. The school meets the DfE's Cyber security standards for schools and colleges (DfE, 2023c) with a SonicWall TZ470 Firewall.

The school complies with the Department for Education's Filtering and Monitoring Standards (2023) and ensures systems are regularly reviewed to meet statutory requirements. This includes the use of filtering and monitoring that also applies to the use of generative AI, ensuring harmful or inappropriate content is blocked while not unreasonably impacting teaching and learning. The Designated Safeguarding Lead (DSL) has lead responsibility for understanding the filtering and monitoring systems in place and ensuring relevant staff are trained in their use. Trustees are responsible for assuring themselves that filtering and monitoring provision is effective, benchmarked against the DfE standards, and reviewed annually.

Training

- to recognise how to identify signs of abuse and when to make a referral

- to have a working knowledge of how Local Authorities operate, the conduct of a safeguarding case conference and be able to attend and contribute to these when required

- ensure each member of staff has access to and understands the School Safeguarding and Safeguarding Policy

- ensure all staff have induction training

- keep accurate secure written records of referrals and/or concerns

- obtain resources and attend any relevant training as required by the Worcestershire Safeguarding Children Partnership.

- Trustees and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

Raising Awareness

- ensure the School Safeguarding Policy is updated and reviewed annually

- ensure parents are provided with easy access to the Safeguarding Policy

- where pupils leave the School ensure that their safeguarding file is copied and transferred to their new school separately from their main file.

Safeguarding practice will be outcomes-focused, with an emphasis on improving children's safety, wellbeing and life chances, rather than solely completing processes.

The school will review safeguarding practice through case reviews, audits and multi-agency feedback, ensuring continuous improvement.

Multi Agency Working

New safeguarding partners and child death review partner arrangements have come into place from September 2019. These will comprise of the local authority, the integrated care board and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.

The school recognises that safeguarding is a shared responsibility across all agencies and will actively participate in multi-agency decision-making, planning and review processes, rather than acting solely as a referrer of concerns.

Schools and colleges have an important role to play in multi-agency safeguarding arrangements.

Trustees and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working together to safeguard children. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Trustees and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the Worcestershire Safeguarding Children Partnership. This should include understanding and reflecting local

protocols for assessment and the Partnership's threshold document, along with supplying information as requested by the Partnership.

Where children and families require support from multiple agencies, a lead practitioner may be appointed. The school will work proactively with the lead practitioner, contributing to assessments, plans and reviews, and ensuring effective coordination of support.

Use of school premises for non-school activities.

If services or activities are provided by the school or college, under direct supervision from staff, their arrangements for child protection will apply. If another organisation is providing services or activities on the site, the Board of Trustees or proprietor should ensure that appropriate safeguarding and child protection policies and procedures are in place.

When services or activities are provided by the Board of Trustees or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The Board of Trustees or proprietor should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The Board of Trustees or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Alternative provision.

Governing bodies and staff should be aware of the complex needs of children and young people and the additional risks they might be vulnerable to. Trustees, the Headteacher and the SenCo work together with the LA following guidance from DfE (2016; 2023) to ensure the school is best fit if considered as alternative provision. Any child placed at alternative provision remains under the safeguarding of Kimichi School Worcester and such provision will be officially monitored at least once per half term.

Elective home education.

Many children have a wonderful home learning experience, but for some, it means they are less visible to services that may support them.

If a parent/carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent/carer, though it is understood that legally the parent/carer can refuse such. This is particularly important if a child has SEND, is vulnerable or has a social worker, but it is still understood that legally parent/carer can refuse such a meeting. There is updated guidance on EHE (2024).

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse.

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information. Further details on information sharing can be found in Chapter one of Working together to safeguard children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. The seven golden rules for sharing information on page 4 of this advice will be especially useful.

Information sharing will be timely, necessary, proportionate and relevant, ensuring practitioners have the information required to make informed decisions. The school recognises that effective safeguarding depends on practitioners sharing information with confidence and clarity of purpose.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. DSL's should keep records of concerns, discussions and decisions including the rationale for any decisions made.

All safeguarding information will be processed in accordance with the UK GDPR and Data Protection Act 2018. Information will be shared appropriately to safeguard children, recognising that data protection legislation does not prevent the sharing of information where this is necessary to protect a child.

The school ensures that safeguarding records are:

- accurate and contemporaneous
- securely stored
- shared on a need-to-know basis
- retained in line with statutory guidance
- made and collated in a reasonable timeframe, but ideally immediately

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. For further information, the DfE Data Protection guidance for schools (DfE, 2024b) should be read.

KCSIE 2026 reinforces that timely and appropriate information sharing is essential to effective safeguarding. The school recognises that fears about sharing information must never be a barrier to safeguarding children. Staff should record and share safeguarding information with the DSL promptly, and the DSL will ensure appropriate onward sharing with safeguarding partners, other schools, or agencies as required. The principles of confidentiality will be maintained, but safeguarding information will be shared where this is necessary to protect children from harm.

What is Child Abuse

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing 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 a stranger. They may be abused by an adult or adults, or another child or children. Harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects. (Keeping Children Safe in Education, DfE September 2026).

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and self-generated intimate images and/or videos, (expressly recognising AI-generated material/deepfakes) put children in danger.

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

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)

- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)6
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to all staff at induction.

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

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- self-generated intimate images and/or videos and;
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to child on child abuse.

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

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Physical Abuse

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

Emotional Abuse

This 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, unloved or inadequate. It may involve bullying, causing children to feel frightened or in danger.

Sexual Abuse

This type of abuse involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. Examples of physical contact include penetrative acts (rape, buggery or oral sex) or non- penetrative acts kissing, fondling, masturbation. It may include non-contact activities involving children in looking at or be involved in sexual online images and or encouraging children to behave in sexually inappropriate ways.

Up-skirting

The school acknowledges its duty, as reinforced in Keeping Children Safe in Education 2026, to protect pupils from all forms of image-based abuse, which explicitly includes upskirting. Upskirting is a criminal offence and a form of sexual harassment and abuse, involving the non-consensual capture of an intimate image. All such incidents, whether they occur on or off-site, and involve school-owned or personal devices, will be treated as a serious safeguarding concern under the Disclosure Procedures of this policy.

Neglect

This is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment to the child's health and development. It can include failing to provide adequate food, clothing and shelter, adequate supervision or failing to provide medical help when needed.

Sexual exploitation

Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. This includes boys and young men as well as girls and young women. However, some groups are particularly vulnerable. These include children and young people who have a history of running away or of going missing from home, those with special needs, those in and leaving residential and foster care, migrant children, unaccompanied asylum seeking children, children who have disengaged from education and children who are abusing drugs and alcohol, and those involved in gangs. Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Female genital mutilation

FGM is defined by the World Health Organisation (WHO) as the range of procedures which involve 'the partial or complete removal of the external female genitalia or other injury to the female genital organs whether for cultural or any other non-therapeutic reason1'. There are four main 'types' of FGM depending on the type of cut that is made.

Type 1 – the clitoris or the clitoral hood is cut off

Type 2 – The clitoris and inner lips are removed

Type 3 – The clitoris, inner lips and outer lips are removed and the skin is sewn to leave only a small opening (infibulation)

Type 4 – all other harmful procedures (pricking, piercing, burning, scraping etc)

FGM can be performed on babies and toddlers, but it most often happens when girls are between the ages of 4-10, most commonly before they enter puberty. The World Health Organisation estimates that more than 230 million girls and women alive today have undergone FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi- Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of

schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. These procedures apply when dealing with concerns that FGM may be about to take place. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Marriage in England and Wales

Young people aged 16 and 17 yrs are now legally banned from marrying in England and Wales, as the minimum age is raised to 18 yrs.

In addition, under the Marriage and Civil Partnership (Minimum Age) Act, it is now a crime to exploit vulnerable children by arranging for them to marry or enter into a civil partnership under any circumstances, whether force is used or not. This includes "traditional" ceremonies that are legally non-binding, but which are still viewed as marriages by the parties and their families.

Under this legislation change, anyone found guilty of arranging a child marriage face a sentence of up to seven years in prison.

Honour based violence and forced marriage

There is a clear distinction between a forced marriage and an arranged marriage, in arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

In forced marriage, one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, financial and emotional pressure.

The term "honour crime" or "honour-based violence" embraces a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where their family or their community is punishing the person.

They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family.

Being Drawn Into Terrorism

Protecting children from the risk of radicalisation should be included as part of Kimichi School Worcester's wider safe-guarding duties. Kimichi School Worcester promotes fundamental British values through the use of the LIFE course, school council debate and discussion. We are very proud of the fact that we do not shy away from controversial issues, but rather have developed a safe environment in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Children at risk of radicalisation may display different signs or seek to hide their views. Concerns can be brought to the DSL or a member of staff and subsequently a decision should be made as to whether to make a referral to the Channel programme. From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Worcestershire Safeguarding Children Partnership.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The Headteacher has received Home Office Prevent training, and is qualified to offer that to other staff.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

Online safety.

Content, Contact, Conduct and Commerce.

Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.

All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The DSL should take lead responsibility for understanding the filtering and monitoring systems and processes in place.

Internet safety is paramount at Kimichi School Worcester: This includes being aware of how social media can be used as a tool to influence young people. As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. Kimichi School Worcester has a strict Student LAN with a firewall that protects pupils. The latest guidance by the UKCIS reflects updates on sharing nude/semi-nude pictures or videos.

Online safety is reflected in the online safety policy. If children are asked to learn remotely, online safety and the remote learning policy must be followed. Guidance from DfE - Safeguarding and remote education (2024) should be used. Trustees and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.
- Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision 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

Trustees and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: “appropriate” filtering and monitoring.https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring. South West Grid for Learning (swgfl.org.uk) have created a tool to check whether a school or college’s filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

The school recognises that online risks are constantly evolving, including those associated with generative AI, misinformation and algorithm-driven content. Safeguarding practice will adapt dynamically to emerging risks, ensuring that staff remain informed and responsive.

Information security and access management

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for Trustees and governors can be found at Cyber security training for school staff - NCSC.GOV.UK.

Opportunities to teach safeguarding

Trustees and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (also known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations which will make Relationships Education (for all Primary pupils) and Relationships and Sex Education (for all Secondary pupils) and Health Education (for all pupils in state funded schools) mandatory from 2020 (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019).

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Trustees and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Virtual school heads

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties alongside responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

Statutory guidance on promoting the education of looked after children contains further information on the roles and responsibilities of virtual school heads.

Care leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities

1. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Trustees and proprietors should ensure their child protection policy reflects the fact that 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 disability without further exploration
- being more prone to peer group isolation than other children

- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the department's:

- SEND Code of Practice 0 to 25 years, and

Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)

Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people

The school recognises that some children may be disproportionately impacted by safeguarding risks or face additional barriers to disclosure, including those with SEND, from minority ethnic backgrounds, or with communication needs. Safeguarding practice will be inclusive, culturally aware and responsive.

Human rights legislation

Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages
- these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

The Public Sector Equality Duty applies to state-funded schools rather than to independent schools such as Kimichi. We nonetheless follow its spirit: we are conscious that pupils with protected characteristics may be at greater risk of harm, and we build that awareness into our safeguarding policies and practice. The Equality Act 2010 itself, including the duty to make reasonable adjustments and the prohibition on discrimination, applies to us in full.

LGBTQ+ pupils

Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.'

The use of ‘reasonable force’ in schools and colleges

Kimichi School Worcester does not use planned restrictive physical intervention, and no staff are trained in it. We use de-escalation, space and relationships to keep everyone safe.

If any adult ever has to use force in an emergency, for example to prevent injury, it is recorded in writing the same day and reported to the Designated Safeguarding Lead. This is required by the Independent School Standards, which from April 2026 oblige every school to have a procedure for recording each significant incident in which a member of staff uses force, seclusion or restraint on a pupil (Standard 16A), whether or not the school expects such an incident ever to occur.

The record includes:

- the pupil and the staff involved
- the pupil's needs, including any special educational needs or disability
- the time, date, location and duration of the incident
- what happened, what was tried first, and why force was necessary
- any injury to any person, and any medical attention given
- how and when the pupil's parents or carers were told.

Records are held on SSSConcern. The Designated Safeguarding Lead reviews every record and reports any use of force to the Safeguarding Governor and, where the pupil has an Education, Health and Care Plan, considers whether the local authority should be informed.

This school does not use seclusion. No pupil is confined alone in a room they are prevented from leaving, and no pupil is led to believe that they will be punished for leaving a room.

Where a pupil's behaviour may present a risk to themselves or others, the school will produce a written individual risk assessment and, where appropriate, a behaviour support plan, agreed with the pupil and their parents or carers, setting out the de-escalation approaches that work for that child.

Operation Encompass

Kimichi School Worcester takes part in Operation Encompass. Where the police are called to an incident of domestic abuse and a child in this school was present, living at the address or otherwise affected, the police notify the school before the start of the next school day.

The Designated Safeguarding Lead is the school’s Operation Encompass key adult. She receives the notification, decides what support the child needs that day, and records it on SSSConcern.

Staff are told only what they need to know in order to support the child. We do not tell the child that we have been notified unless they raise it themselves, and we do not discuss the notification with parents or carers. What the child should experience is a school that is quietly kinder that day — a calm start, a familiar adult nearby, and no demand to explain themselves.

Prejudice-based harm

Some children are targeted because of who they are, or who others believe them to be. This includes racism, antisemitism, Islamophobia and other faith-based prejudice, and harm directed at children because of their ethnicity, nationality, disability, sex, sexual orientation or gender identity.

Prejudice-based incidents are safeguarding matters, not only behaviour matters. They are recorded on SSSConcern with the nature of the prejudice recorded explicitly, so that patterns can be seen. They are never dismissed as banter, and they are addressed with the child who was harmed as well as the child who caused the harm.

The Designated Safeguarding Lead reviews prejudice-based incidents each term and reports them to the Safeguarding Governor, including where there have been none.

Children who are questioning their gender

A child who is questioning their gender may be more vulnerable to bullying, isolation and poor mental health, and may have no trusted adult they can talk to. Staff should listen, take the child seriously, and treat what they say as they would any other confidence a child places in them.

Staff will not agree to keep information from a child's parents or carers, and will involve the Designated Safeguarding Lead where a child raises this with them. Decisions are taken case by case, with the child's safety and welfare as the first consideration, having regard to the Department for Education's guidance for schools on gender questioning children and to the Equality Act 2010. Where there is any doubt, the Designated Safeguarding Lead will seek advice from the local authority before acting.

Domestic violence and abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Drugs

- Kimichi School Worcester will provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service and the LIFE course
- Tackle problem behaviour in schools, with wider powers of search and confiscation

Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex

- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity
- can be a one-off occurrence or take place regularly
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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 well-being, 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 should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

Homelessness

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

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

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

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

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

Radicalisation

Individuals at risk of being drawn into terrorism.

Assess the nature and extent of that risk, including staff and Trustees.

Develop the most appropriate support plan for the individuals concerned

Develop a relationship with agencies and encourage communication: CHANNEL.

Mental health

This can be:

Depression, peer pressure, exam pressure, and diagnosed mental health conditions. Please also see DfE guidance and resources - mental health and behaviour in schools (DfE 2018.)

Bullying (see anti-bullying policy)

Children who are absent from education

Children who display unexplainable and/or persistent absences from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, sexual exploitation and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

Guidance on school attendance 'Working together to improve school attendance' 2024 including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.

further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.

general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Gang violence

A gang is a group of recurrently associating individuals or close friends with identifiable leadership and internal organisation, identifying with or claiming control over territory in a community, and engaging either individually or collectively in violent or other forms of illegal behaviour. Some criminal gang members are "jumped in" or have to prove their loyalty by committing acts such as theft or violence.

Serious violence.

Risk factors that might increase the likelihood of involvement in serious violence has been added. Risk factors include:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Teenage relationship abuse

Relationship abuse is when someone hurts or upsets someone else that they are in a relationship with. Some people think it only happens in adult relationships, but it can happen at any age. Usually, women and girls are the victims and men and boys are the abusers but it can happen to boys as well. It can also happen in same sex relationships.

Procedures are in place for dealing with child on child abuse - informing families, police where appropriate and potential exclusions form part of these procedures.

Self-Generated Sexual Imagery or Video

Self-generated intimate images and/or videos is when a person takes a nude or semi-nude picture of themselves and sends this to their friends or boy / girlfriends via mobile phones. These may also be created by AI/Deep Fake technology and are as serious.

Children and young people may not realise that what they are doing is illegal or that it may be potentially harmful to them in the future.

The problem is that once taken and sent, the sender has lost control of these pictures and they could end up anywhere. They could be seen by future employers, friends, family or even by paedophiles.

By keeping, or forwarding indecent pictures of a person under 18 on to someone else - young people need to be aware that they could be committing a serious criminal offence as these activities are offences under the Protection of Children Act 1978, which was amended by the Sexual Offences Act 2003.

Upskirting

All staff should be made aware that ‘upskirting’ is now a criminal offence. A definition has been included which describes upskirting as, “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (DfE, 2019a)

Trafficking

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Fabrication of illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

Children missing in education

Children who either fail to start in a new school or appropriate education provision or simply become lost from school rolls and fail to re-register at a new school when they move into the city. These ‘missing’ children can be amongst the most vulnerable in our city. It is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. Children who remain disengaged from education are potentially exposed to higher degrees of risk that could include engagement in antisocial or criminal behaviour, social disengagement and/or sexual exploitation.

In line with Working Together to Improve School Attendance (2024), now statutory guidance, the school will respond swiftly to pupil absence as this may indicate safeguarding concerns, including neglect, exploitation, or abuse. The school will follow local authority procedures for children missing from education and notify the local authority of any pupil removed from roll, in line with statutory requirements. Safeguarding risks relating to poor attendance will be considered in all decisions.

Child on child abuse

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- self-generated intimate images and/or videosand
- initiation/hazing type violence and rituals.

Procedures are in place to deal with this specifically - as above.

The school does not allow for “boys to be boys” or “banter” or such invalid excuses to be an acceptable excuse as a form of child-child abuse. We teach ALL pupils to “know their audience” and “be kind”. We operate a zero tolerance policy on any such instances.

Trustees and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Where reasonably possible, Kimichi School Worcester will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The school recognises that safeguarding concerns and behaviours can be associated with factors outside of the school environment. Staff will consider the wider context in which incidents and concerns arise, including online spaces, peer groups, and the wider community. This approach, known as contextual safeguarding, ensures that risks outside the home or school are considered when assessing a child’s needs and when making referrals.

Child on child sexual violence and sexual harassment

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- explaining to children that the law is in place to protect rather than criminalise them
- understanding intra-familial harms, and any necessary support for siblings following incidents

- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their child peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting

physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- Responding to reports of sexual violence and sexual harassment
- The immediate response to a report

Responding to the report

Staff should be aware of the importance of regularly reviewing actions to look for patterns of concerning behaviour. The school or college’s initial response to a report from a child is important. It is essential that all victims are

reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc

considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;

only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS self-generated intimate images and/or videos (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

if possible, managing reports with two members of staff present.

Risk Assessment

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Risk assessments should be recorded (written or electronic) and should be kept under review.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the schools or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response. Important considerations will include:

the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context. Contextual safeguarding is discussed at paragraph 52.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Options to manage the report

It is important that schools and colleges consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment.

Manage internally

In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

Whatever the schools or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Early help

In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at

any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

The school understands its role within the family help model as both an early identifier of need and an active participant in coordinated multi-agency support. Staff will not wait for thresholds to be met before acting to support children and families.

Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Referrals to children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Reporting to the Police

Any report to the police will generally be in parallel with a referral to children's social care (as above).

It is important that the DSL (and their deputies) is clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the DSL (and their deputies) is aware of their local arrangements.

In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Children and the court system

Schools should access guides specific to supporting children in the court system, one for 5-11 yr olds (HM Courts and Tribunals Service, 2017a) and the other for 12-17 yr olds (HM Courts and Tribunals Service, 2017b).

Considering bail conditions

From April 2017, the use of police bail has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstances. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. Therefore, it is less likely that a child attending school or college will be on police bail with conditions attached if there are alternative measures to mitigate any risk.

In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school or college, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police should be sought in order to help the school or college manage their safeguarding responsibilities.

The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.

Where bail is deemed proportionate and necessary, the school will work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment as per paragraph 243 will help inform any decision.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Ongoing response

Safeguarding and supporting the victim

Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:

Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

(Child and adolescent mental health services (CAMHS))

(Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.)

(Internet Watch Foundation (to potentially remove illegal images))

It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's. Schools and colleges should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be

Victims may not disclose the whole picture immediately. They may be more because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Staff should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy has been included.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

The school or college will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their child peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Procedure in the event of a disclosure

It is important that children are protected from abuse. All complaints, allegations or suspicions must be taken seriously. This procedure must be followed whenever an allegation is made that a child has been abused or when there is a suspicion that a child has been abused.

Promises of confidentiality should not be given as this may conflict with the need to ensure the safety and welfare of the child. If the complainant is the child, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any court proceedings.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information, recorded on SSSConcern the same day. SSSConcern is the school's single safeguarding recording system; there is no separate paper form, concern book or incident book.

Record-keeping

Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead the same day, and recorded on SSSConcern the same day. Referrals to children's social care are made by the Designated Safeguarding Lead, or by a Deputy DSL in her absence — not by the member of staff who received the concern. Any member of staff may, however, make a referral directly if they believe a child is at immediate risk and the DSL and deputies cannot be reached. A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported.

Our reporting system is:

- https://concern.ssslearning.co.uk/kimichi_wr52hp

The telephone report must be confirmed in writing to the relevant local authority Social Services department within 24 hours. Staff should make accurate notes at the time of any allegation or suspicions. These should not be revisited, revised or put into neat copy for others. Original rough notes carry more 'weight' if a case comes to court. The record should consist of:

- the pupil's details, name, date of birth and family details
- date and time of the event/concern
- the nature of the concern raised
- the action taken.
- In the case of disclosure, the record must also include:
- as full an account as possible of what the pupil said
- an account of questions put to the pupil
- time and place of the disclosure
- who was present at the time of the disclosure
- the demeanour of the child
- where the child was taken and where returned to at the end of the disclosure.

These records must be made contemporaneously and as soon as is reasonable. In specific circumstances, cover must be made available by other staff to allow accurate and timely recording.

Responding appropriately to a child making an allegation of abuse

Stay calm. Listen carefully to what is said. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets. Tell the child that the matter will only be disclosed to those who need to know about it. Allow the child to continue at her/his own pace. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Reassure the child that they have done the right thing in telling you. Tell them what you will do next, and with whom the information will be

shared. Record in writing what was said, using the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional safeguarding agencies, following a referral from the Designated Safeguarding Lead.

Confidentiality

Safeguarding raises issues of confidentiality which should be clearly understood by all. Staff, volunteers and trustees have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. Clear boundaries of confidentiality will be communicated to all. All personal information regarding a child will be kept confidential except when; it is suspected that a child under 18 years is the victim of abuse.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent should be obtained from the child before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the child is the priority.

Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will have to take as a result. Staff should assure the child that they will keep them informed of any action to be taken and why. The child's involvement in the process of sharing information should be fully considered and their wishes and feeling taken into account.

Safeguarding issues are highly sensitive and staff who receive information about children or their families in the course of their work should share that information only within appropriate professional contexts. All safeguarding records should be kept secure.

The record should be signed and dated by the person making it, with the name clearly printed at the side. It should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead(s).

Codes of conduct and staff training seek to support the School's 'position of trust' stance and prohibit inappropriate physical and social contact between employees and pupils, including contact through text, email and social media. It is an offence under the Sexual Offences Act 2003 for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same place as the child, even if the person does not teach the child.

The law uses the age of 18 to recognise that many young people, while over the age of consent for sexual activity (16), are still reliant on adults who hold some responsibility for their care and that young people are, therefore, vulnerable to the potential abuse of power by those adults. Young people as pupils cannot be seen as being on an equal footing with their teachers in respect of power and self- determination. The offence acknowledges that a person in a position of trust is expected to respect their position and not abuse it. A member of staff who strives to keep a relationship secret by putting pressure on a pupil to keep their behaviour a secret is abusing their position of trust. Sexual relationships are defined as including:

- sexual activity including sexual touching through to intercourse
- causing or inciting sexual activity with a child
- sexual activity in the presence of a child
- causing a child to watch a sexual act

Sexual relationships between any member of staff and any pupil, including those who are aged 18 years or over and are members of the School, will be treated as 'gross misconduct', and will almost certainly result in dismissal. A pupil is considered to be a member of the School until 31 August of their last year at the School, unless they have officially

left at an earlier point in the academic year. The School undertakes to report to the Disclosure and Barring Service (DBS) [formerly the Disclosure and Barring Service], within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports would contain as much evidence as possible. The School recognises that failure to make a report constitutes an offence.

Coping with pupil crushes

Managing a young person's crush can be difficult. Staff can feel isolated and vulnerable, and uncertain how to deal with this unwanted attention without offending the pupil. A member of staff who suspects that they are the subject of a pupil crush must always seek help and advice in dealing with the situation at the earliest opportunity, rather than attempting to manage the situation on their own, which is likely to make matters worse and raise suspicions.

REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF & VOLUNTEERS

To be followed in conjunction with the current DfE guidance. The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Introduction

In rare instances, members of the staff of schools have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The School recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay. The School recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the School will do so with sensitivity and will act in a careful, measured way. Any allegation of abuse made against a member of staff will be dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

Low-level concerns - if an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).
- Examples could include:
- being over friendly with children
- having favourites
- taking photos of children on their mobile phone
- engaging with a child one-one in a secluded area or behind closed door - music lessons should follow the music policy
- using inappropriate sexualised, intimidating or offensive language

To avoid the above, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively and appropriate action should be taken to deal with any concern.

Sharing concerns

Low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL, these should be reported to the headteacher or principal.

Schools and colleges should create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

Recording concerns

The DSL or deputy should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken.

Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines for dealing with a disclosure The allegation should be reported immediately to the Headteacher (or in her absence the acting senior member of staff). If the Headteacher is the person against whom the allegation is made, this must be reported to the Chair of Trustees or, in their absence, to the Vice-Chair or the Safeguarding Governor with responsibility for Safeguarding. The Headteacher (or Chair of Trustees if the allegation is against the Headteacher) should obtain written details of the allegation from the person who received it that are signed and dated. The written details should be countersigned and dated by the Headteacher (or Designated Safeguarding Lead(s)). Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Headteacher (or Designated Safeguarding Lead(s))

The Headteacher (or Designated Safeguarding Lead(s)) should make an initial assessment of the allegation, consulting with the Designated Safeguarding Lead(s), the Safeguarding Governor and the Local Authority Designated Officer as appropriate. Where the allegation is that a member of staff has behaved in a way that has harmed a child, or may have harmed a child, or; has possibly committed a criminal offence against or related to a child, or; has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, the matter must be reported to the Local Authority Designated Officer immediately. (See Appendix H). It is important that the Headteacher (or Designated Safeguarding Lead(s)) does not investigate the allegation. The initial assessment should be on the basis of the information received and a decision taken as to whether or not the allegation warrants further investigation.If further investigation is necessary then the School will provide staff contact details for the relevant agencies to investigate further. If the allegation is not patently false and there is cause to suspect that the child is suffering or is likely to suffer significant harm, the Local Authority Designated Officer will refer to children's social care and ask for a strategy discussion to be convened. The Headteacher (or Designated Safeguarding Lead(s)) will attend this discussion. If there is not cause to suspect significant harm, but a criminal offence might have been committed, the Local Authority Designated Officer will inform the police and convene a discussion with the police. The Headteacher (or Designated Safeguarding Lead(s)) will attend this discussion. If the nature of the allegation does not require formal disciplinary action, the Headteacher will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within fifteen working days. Other potential outcomes are: The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the School disciplinary procedures. The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations

Safeguarding enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the School. The School may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the School to act in a particular way, however, the School should assist the agencies with their enquiries.

The School shall hold in abeyance its internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures. If there is an investigation by an external agency, for example the Police, the Headteacher (or Designated Safeguarding Lead(s)) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Headteacher (or Designated Safeguarding Lead(s))is responsible for ensuring that the School gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Headteacher (or Designated Safeguarding Lead(s)) shall advise the member of staff that he/ she should consult with a representative, for example, a trade union.

Subject to objections from the Police or other investigating agency, the Headteacher (or Designated Safeguarding Lead(s)) shall:

- inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

inform the Chairman of Trustees and/or the Safeguarding Governor of the allegation and the investigation, although there should be no disclosure of details, as this may prejudice the outcome of a Trustees' disciplinary panel. The Headteacher (or Designated Safeguarding Lead(s)) shall keep a written record of the action taken in connection with the allegation. Suspension of Staff Suspension should not be automatic. In respect of staff other than the Headteacher, suspension can only be carried out by the Headteacher's (or the Headteacher's nominee). In respect of the Headteacher, suspension can only be carried out by the Chair of Trustees (or in his/her absence, the Vice Chair). Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: eg paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties. Suspension should only occur for a good reason. For example: where a child is at risk. where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct where necessary for the good and efficient conduct of the investigation. If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union. Prior to making the decision to suspend, the Headteacher, his nominee (or Chair or Vice Chair of Trustees) should interview the member of staff subject to the approval of the Local Authority Designated Officer. In particular, if the Police are engaged in an investigation the officer in charge of the case should be consulted. The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation. During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief. If the Headteacher, his nominee (or Chair or Vice Chair of Trustees) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day. Where a member of staff is suspended, the Headteacher, her nominee (or Chair or Vice Chair of Trustees) should:

- inform the Chair of Trustees of the suspension in writing.
- report to the Board of Trustees that a member of staff has been suspended pending investigation. The detail given to the Board of Trustees should be minimal.
- where the Headteacher has been suspended, the Chair or Vice Chair of Trustees will need to take action to address the management of the School.
- inform the parents/carers of the child making the allegation of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension
- inform senior staff who need to know of the reason for the suspension
- consider with the nominated Trustee whether a statement to the students of the School and/or parents/carers should be made, depending on the nature of the allegation and taking due regard of the need to avoid unwelcome publicity
- consider carefully and review the decisions as to who is informed of the suspension and investigation. The Local Authority Designated Officer and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals. A suspended employee should remain available for interview at any time during normal working hours.

The suspension should remain under review in accordance with the School disciplinary procedures. An employee who has been under suspension for 3 weeks or more may appeal using the appeals procedure. The appeal will be considered as soon as practicable and the suspension will continue to operate pending appeal.

The Disciplinary Investigation

The disciplinary investigation and disciplinary hearing should be conducted in accordance with the existing staff disciplinary procedures. If possible the investigating officer should aim to provide a report within 10 working days. On receipt of the report the Headteacher (or Designated Safeguarding Lead(s)) and Safeguarding Governor should consult the Local Authority Designated Officer to decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days if possible. The member of staff should be informed of: the disciplinary charge against him/her. his/her entitlement to be accompanied or represented by a trade union representative or colleague. Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling. The child or children making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to School of the member of staff (if suspended). The Headteacher (or Designated Safeguarding Lead(s)) should give consideration to what information should be made available to the general population of the School.

Allegations without foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and the Local Authority Designated Officer should refer the matter to children's social care in order to determine whether the child is in need of services or has been abused by someone else. If the allegation is shown to be deliberately invented or malicious, the Headteacher may consider taking appropriate disciplinary action against the pupil, or the police may be asked to consider whether any action might be appropriate against the person responsible for the allegation if he/she was not a pupil. In consultation with the Designated Safeguarding Lead(s) and/or the Safeguarding Governor, the Headteacher shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling/support.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.

- where the allegation was made by a child other than the alleged victim, consideration to be to given to informing the parents/carers of that child.
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

IN ACCORDANCE TO REGULATIONS RECENTLY SET OUT, KIMICHI SCHOOL ADHERES TO THE STATUTORY GUIDANCE SET BY THE DFE CONCERNING ALLEGATIONS OF ABUSE.

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons. Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff should be aware, however, that when responding to allegations which are found to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else.

All schools should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported immediately, normally to the head teacher, principal or proprietor as it is an independent school. The procedures should also identify the person, often the chair of Trustees, to whom reports should be made in the absence of the head teacher or principal; or in cases where the head teacher or principal themselves is the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Referrals to Worcestershire Children's Social Care are made through the Family Front Door on **01905 822666**. Outside normal office hours, contact the Emergency Duty Team on **01905 768020**. Advice for professionals, referral forms and threshold guidance are available from the Worcestershire Safeguarding Children Partnership at https://www.safeguardingworcestershire.org.uk/

Allegations made against the Headteacher.

If the complaint concerns alleged abuse by the Headteacher, this must be referred to the Chair of Trustees or, in her absence, to the Vice-Chair or the Trustee responsible for safeguarding, Mark Aitchison. They will in turn consult with the Local Authority Designated Officer (LADO).

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. A copy should be provided to the person concerned. The records should be kept to normal retirement age or for ten years if this is the longer length of time. If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the School's statutory duty to inform the Disclosure and Barring Service.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Monitoring Effectiveness

Where an allegation has been made against a member of staff, the Safeguarding Governor, together with the Designated Safeguarding Lead(s) should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the School's procedures and/or policies and/or which should be drawn to the attention of the Local Authority Designated Officer. Consideration should also be given to the training needs of staff. If an allegation is made by one pupil against another pupil, the Designated Safeguarding Lead(s) will convene a meeting with the Headteacher to discuss the appropriate next steps and consult the LADO, if appropriate.

Whistleblowing

The type of activity or behaviour which we consider should be dealt with under this policy includes:

- manipulation of accounting records and finances
- inappropriate use of School assets or funds
- decision making for personal gain
- any criminal activity
- abuse of position
- fraud and deceit
- serious breaches of School procedures which may advantage a particular party (e.g. tampering with tender documentation, failure to register a personal interest)

What action should the whistleblower take?

Kimichi School Worcester encourages the whistleblower to raise the matter internally in the first instance to allow those Trustees and School staff in positions of responsibility and authority the opportunity to right the wrong and give an explanation for the behaviour or activity. We have designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to deal with the matter:

- Chair of Trustees
- Headteacher

Safeguarding Governor

The whistleblower may prefer to raise the matter in person, by telephone, or in written form marked 'private and confidential' and addressed to one of the above named individuals. All matters will be treated in strict confidence and anonymity will be respected. How will the matter progress? The individual(s) in receipt of the information or allegation (the investigating officer/s) will carry out a preliminary investigation. This will seek to establish the facts of the matter and assess whether the concern has foundation and can be resolved internally. The initial assessment may identify the need to involve third parties to provide further information, advice, or assistance.

Records will be kept of work undertaken and actions taken throughout the investigation. The investigating officer(s), possibly in conjunction with the Board of Trustees, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third party referral, such as the Police.

The whistleblower will be informed of the results of the investigation and the action taken to address the matter. Depending on the nature of the concern or allegation and whether or not it has been substantiated, the matter will be reported to the Board of Trustees. If the whistleblower is dissatisfied with the conduct of the investigation or resolution of the matter or has genuine concerns that the matter has not been handled appropriately, the concerns should be raised with the investigating officer(s) and/or the Board of Trustees.

Respecting confidentiality

Wherever possible, Kimichi School Worcester seeks to respect the confidentiality and anonymity of the whistleblower and will as far as possible protect him/her from reprisals. We will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances. Please see separate Whistleblower Policy.

Raising unfounded malicious concerns

Individuals are encouraged to come forward in good faith with genuine concerns, with the knowledge that they will be taken seriously. If individuals raise unfounded concerns in bad faith or attempt to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances.

The Role of Key Individual Agencies

Social Services

The Children's Act 1989 gives Local Authority Social Services the primary responsibility for the care and protection of abused children and children at risk of abuse. It is their statutory duty to ensure that there is an investigation in cases of suspected abuse or significant harm and to take action to protect the child and to promote the welfare of the child.

Social Services also convene Safeguarding conferences and manage the Child Protection Register.

Police

The overriding concern of the Police in safeguarding is the welfare of the child. Their general duties are to investigate crimes as well as a duty to prevent offences being committed and to protect those at risk of harm. The Children's Act 1989 permits the Police to take a child into police protection; where there is reasonable cause to believe that he/she would otherwise be at risk of significant harm. Police and Social Services will work jointly where it is likely that criminal proceedings will be brought against the perpetrator of the abuse.

NSPCC

The NSPCC pursues its objective of identifying and preventing child abuse through consultation and cooperation with Social Services. They are identified as an' authorised person' under the Children Act 1989. NSPCC runs national Child Protection Helplines. Child Protection Officers of the NSPCC are required to initiate procedures that ensure their own appropriate response to any complaint or request for help on all matters concerning children.

Procedure

The following procedures should be read in conjunction with guidance from the Worcestershire Safeguarding Children Partnership child protection procedures https://www.safeguardingworcestershire.org.uk/

Caroline Channon, Head of School, is the Designated Safeguarding Lead responsible for

safeguarding. In her absence, contact one of the Deputy DSLs: Sally Alexander, Siobhan King or Kiera Alexander.

Safeguarding concerns should always be given immediate priority. Delay is unacceptable.

Concerns should always be discussed with the DSL.

Staff should be aware and ensure that the young person is aware that any disclosure cannot remain confidential but must be passed on to the DSL who will then make a decision who else needs the information.

There is a legal requirement on staff to assist Local Authority Social Services departments acting on behalf of children where there have been allegations of child abuse.

Role of the Designated Safeguarding Lead

All concerns about safeguarding should be passed to the DSL urgently, or to a Deputy DSL if the DSL is not available. A concern about the DSL goes to the Executive Headteacher; an allegation about the Executive Headteacher goes to the Chair of Trustees. Concerns are recorded immediately using a standard format (see recording)

The DSL is responsible for:-

Liaison and links with Social Care

Receiving concerns from staff about potential/actual abuse and giving appropriate advice

Making referrals to Social Care concerning children about whom there is a safeguarding concern

Consulting with Social Care concerning children about whom there is a safeguarding concern

Assisting in the referral of children “in need” who may not necessarily be in immediate risk of significant harm.

Ensuring the school is represented at Safeguarding conferences and assisting anyone else involved in preparing for Safeguarding conferences. The DSL may nominate another member of staff to attend the CP case conference but must ensure they have previous knowledge of the case and understands their role as outlined by the DSL.

Maintenance of a register in school of children at risk (need to know basis)

Ensuring dissemination of information about Safeguarding procedures in school

Assisting in dissemination of information about Safeguarding cases in school.

Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral

Ensuring that all such records are kept confidentially and securely and are separate from child records

Ensuring that an indication of further record keeping is marked on the child’s records

Ensuring that the safeguarding policy for visitors is available in reception and is handed to new staff

The role of the designated officer is to deal with all instances involving safeguarding that arises within Kimichi School Worcester. They will respond to all safeguarding concerns and enquiries.

Use of photographic/video equipment

Written consent to take and use images of children will be obtained prior to the taking of photographs and or video footage. Parents/carers should be made aware of when, where and how the images may be used to give their informed consent.

Training

All staff receive safeguarding and child protection training as part of their induction, before they work with pupils, and receive updates at least annually thereafter, as Keeping Children Safe in Education requires. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads undertake formal DSL training which is refreshed at least every two years, and update their knowledge and skills at regular intervals and at least annually. The Safeguarding Governor and the Board of Trustees receive safeguarding training on induction and updates thereafter. All training is delivered and recorded through SSS Learning, whose dashboard is the school’s training record.

All staff receive safeguarding and child protection training at induction and regular updates thereafter. This includes specific training on online safety risks such as misinformation, disinformation, conspiracy theories, and the safe use of generative AI in education. Staff are expected to remain alert to new and emerging online risks and to act with

professional curiosity in identifying concerns. The DSL is responsible for providing updates to staff in line with the latest statutory guidance.

Complaints procedure

Kimichi School Worcester has a complaints procedure available to all staff, volunteers and trustees.

Recruitment procedure

Kimichi School Worcester operates procedures that take account of the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on new staff, volunteers and trustees where applicable. The panel that oversees recruitment will include in it someone trained in safer recruitment. In addition, as part of the shortlisting process Kimichi School Worcester will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Applications

Kimichi School Worcester will only accept a curriculum vitae (CV) alongside a full application form; a CV is not sufficient on its own to support safer recruitment.

Checks

Schools should consider online searches as part of their due diligence checks on shortlisted candidates.

Recruitment, selection and pre-employment vetting

The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required will depend on the role that is being offered and duties involved.

As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

In a school or college, a supervised volunteer who regularly teaches or looks after children is not in regulated activity.

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles (in independent schools - including academies and free schools) an additional check is required to ensure they are not prohibited under section 128 provisions.

Types of check

Disclosure and Barring Service (DBS) checks

Three types of DBS checks are referred to in this guidance (see Annex G for more information):

Standard: this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;

Enhanced: this provides the same information as a standard check, plus any approved information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and

Enhanced with barred list check: where people are working or seeking to work in regulated activity with children, this allows an additional check to be made as to whether the person appears on the children's barred list.

A more detailed description of the three types of DBS checks is provided on the DBS website.

Members of the proprietor body — trustees and governors — must have an enhanced criminal record certificate from the DBS. A barred list check is required in addition where they engage in regulated activity. Kimichi School Worcester also checks, through the Teaching Regulation Agency Teacher Services, whether any person it proposes to appoint as a trustee or governor is subject to a section 128 direction. All trustees and governors are recorded on the Single Central Register, as paragraph 21 of the Independent School Standards requires.

Once the checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up post or as soon as practicable afterwards.

Where Kimichi School Worcester allows an individual to start work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed alongside writing a risk assessment for that person.

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

Prohibitions, directions, sanctions and restrictions

Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited must not be appointed to a role that involves teaching work.

Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the TRA. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so. Prohibition orders and the process used to impose them are described in more detail in the TRA's publication Teacher misconduct: the prohibition of teachers.

Secretary of State Section 128 direction

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school such as:

- a management position in an independent school, academy or free school as an employee
- a trustee of an academy or free school trust; a Trustee or member of a proprietor body for an independent school; or
- a Trustee on any Board of Trustees in an independent school, academy or free school that retains or has been delegated any management responsibilities.

The Secretary of State is able to make directions prohibiting individuals from taking part in independent school management under section 128 of the Education and Skills Act 2008. Individuals taking part in 'management" may include individuals who are members of proprietor bodies (including Trustees if the Board of Trustees is the proprietor body for the school), and such staff positions as follows: head teacher, any teaching positions on the

senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' depends on the facts of each case.

Pre-appointment checks

All new appointments

Any offer of appointment to Kimichi School Worcester made to a successful candidate, including one who has lived or worked abroad, will be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, Kimichi School Worcester will:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- obtain a separate barred list check if an individual has worked in a school/college in a role that brought them into regular contact with children and young people , and this role ended not more than three months prior to their new engagement

verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation; and
- independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 121 is not subject to a section 128 direction made by the Secretary of State.

Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked:

- In a school in England in a post:
- which brought the person regularly into contact with children or young persons; or
- to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons; or
- in an institution within the further education sector (see footnote 15) in England in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

All other pre-appointment checks must still be completed, including where the individual is engaging in regulated activity, a barred list check.

Employment history and references

Kimichi School Worcester will ask for written information about previous employment history and check that information is not contradictory or incomplete. References should always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from their school, college, local authority or organisation.

Single central record (SCR)

Kimichi School Worcester maintains a single central record of pre-appointment checks. The single central record covers the following people:

- all staff, including teacher trainees on salaried routes, and supply staff who work at the school.
- all members of the proprietor body.

The bullet points below set out the minimum information that is recorded in respect of staff members (including teacher trainees on salaried routes). The record indicates whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check. Identification checking guidelines can be found on the GOV.UK website
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check (for management positions as set out in paragraph 120-121 for independent schools (including academies and free schools))
- further checks on people who have lived or worked outside the UK (see paragraphs 146-147); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 124
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.
- the name of the person who carried out each check.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges.

Agency and third-party staff (supply staff)

Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee/student teachers

Where applicants for initial teacher training are salaried by Kimichi School Worcester, the school will ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Existing staff

If Kimichi School Worcester has concerns about an existing staff member's suitability to work with children we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work which is considered to be regulated activity, the relevant checks for that regulated activity will be carried out.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Volunteers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. It is for Kimichi School Worcester to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State (replicated at Annex F). This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity
- regular and day to day; and
- "reasonable in all the circumstances to ensure the protection of children."

Contractors

Kimichi School Worcester will do everything possible to ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.

If short-term contract work is required through need, necessity or emergency then the Head or Deputy will use their discretion for allowing such persons on site.

These individuals will be supervised by staff at all times.

Visitors

Visitors will wear a purple lanyard if DBS checked and a black one if not - black lanyards will mean that the visitor will need to be escorted.

The Headteachers will use their professional judgement about the need to escort or supervise visitors no matter their lanyard colour.

Adults who supervise children on work experience

When organising work experience placements, Kimichi School Worcester will ensure that the placement provider has policies and procedures in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college should consider the specific circumstances of the work experience.

SAFEGUARDING CONTACT DETAILS

Kimichi School Worcester

Designated Safeguarding Lead — Caroline Channon — c.channon@kimichiworcester.co.uk — school mobile

Deputy DSL — Sally Alexander — s.alexander@kimichiworcester.co.uk — 07515 654793

Deputy DSL — Siobhan King — s.king@kimichischool.co.uk

Deputy DSL — Kiera Alexander, Head of Pastoral — **k.alexander@kimichischool.co.uk**

Safeguarding Governor and Chair of Governors — Mark Aitchison — **markaitchisonmusic@gmail.com**

Worcestershire County Council

Family Front Door (referrals and advice) — 01905 822666

Emergency Duty Team, out of hours — 01905 768020

Local Authority Designated Officer (LADO) — 01905 846221 — guidance at https://westmids-worcestershire.trixonline.co.uk/

Worcestershire Safeguarding Children Partnership — https://www.safeguardingworcestershire.org.uk/

National

NSPCC Helpline — 0808 800 5000

Police — 999 in an emergency, 101 otherwise

Prevent / Counter Terrorism Police confidential hotline — 0800 789 321

SAFEGUARDING INCIDENT REPORT: INDICATE POSITION OF ANY MARKS OBSERVED BELOW

Front Back

Action taken by Designated Teacher/HeadTeacher

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Signed: