

2-18 Safeguarding Policy and Guidance

Rationale:	This policy sets out the School's commitment to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. This policy is applicable to all children, including those in the EYFS. All aspects of the policy will be addressed in an age appropriate way.
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Related Policies:	Anti-Bullying Policy E-Safety Policy [E-Safety and Mobile Devices Policy – KES Prep] Inclusion Policy 2-18 Induction Policy Fire Safety Policy 2-18 First Aid and Medical Health needs Policy Wellbeing and Pastoral Care Policy [KES] Rewards and Sanctions policy [KES] Pastoral Care, Behaviour, Rewards and Sanctions Policy [KES Prep] Mental Health Policy [KES] Recruitment and Selection Policy 2-18 Safeguarding Risk Assessment 2-18 Sexual education and Relationships Policy Staff Code of Conduct 2-18 Trips and Visits Policy Low Level Concerns 2-18 Whistleblowing Policy
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The School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

In line with this commitment, this policy should be read in conjunction with the other key safeguarding policies, which are listed at the end of this document.

However, it is not simply a matter of implementing policies; the spirit in which we conduct school life is of central importance to the safeguarding of pupils. All aspects of the policy will be addressed in an age appropriate way. All staff and volunteers need to be mindful of our commitment to safeguarding at all times. Visiting speakers are required to complete a self-declaration to ensure a safe learning environment, free from extremist views, for our pupils.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

As defined in KCSIE (September 2025), safeguarding and promoting the welfare of children is 'Providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' The term children includes everyone under the age of 18 in this regard.

LADO	Local Authority Designated Officer, responsible for dealing with allegations against staff
MASH	Multi-agency Safeguarding Hub
DSL	Designated Safeguarding Lead
CPO	Child Protection Officer
DBS	Disclosure and Barring Service
KCSIE	Statutory DfE guidance, Keeping Children Safe in Education

1 Legal Requirements and Responsibilities

The Children Act (1989) makes it a legal requirement that teachers should be aware of the signs that may indicate child abuse. If signs are observed, staff are required to follow a specific procedure, as set out below. Failure to do so may result in legal action.

The purpose of The Children Act (1989) is to protect the welfare of children. It is the School's policy to comply with the Act and with the Child Protection Procedures of our Safeguarding partners in Hampshire and Southampton. All children without exception have the right to protection from abuse regardless of gender, race, religion and belief, cultural, social or linguistic background, political views, sexual orientation, gender reassignment, pregnancy or maternity, SEN and disability.

All staff, governors and volunteers should be familiar with the School procedures under The Children Act (1989), accept the legal and moral responsibilities placed upon them, and take necessary action to ensure child welfare and protection. The School also requires assurance that the appropriate checks have been carried out on staff employed at other sites who have responsibility for the School's pupils.

This policy is available to parents and pupils on the School's website and on request. It has been compiled with regard to DfE guidance 'Keeping children safe in Education (September 2025)', 'Working Together to Safeguard Children (December 2023)', 'Prevent Duty' (March 2024), ['Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#) (March 2024), 'What to do if you are worried a child is being abused – Advice for practitioners' (March 2015), DfE Teaching Online Safety in School (June 2019), DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

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(September 2021), and the revised Statutory Framework for the Early Years Foundation Stage (January 2024), and DfE Safeguarding and remote education during Coronavirus (Covid-19) (November 2022).

2 Child Protection Team:

King Edward VI Child Protection Team		
Mr W E Collinson	Deputy Head (Pastoral) DSL	wecollinson@kes.school
Mr A F Dellar	Senior Deputy Head Deputy DSL	afdellar@kes.school
Dr E L Thomas	Assistant Head (Director of Sixth Form) CPO	elthomas@kes.school
Mrs H E M Searles	Head of Upper School CPO	hemsearles@kes.school
Mrs L C Henderson	Head of Lower School CPO	lchenderson@kes.school
Mrs R Boyes	Pupil Wellbeing Manager CPO	rcboyes@kes.school
Mr M Chaloner	Child Protection Governor	mc@kes.hants.sch.uk
KES Prep Child Protection Team		
Mr Jonty Stewart	Deputy Head (Pastoral)	JGStewart@kes-prep.school
Mrs Hayley Kirwin	Head of Learning Support	HEKirwin@kes-prep.school
Mrs Jo Humphreys	Head of Early Years	JCHumphreys@kes-prep.school
Mrs Trish Tanner	Matron	PJTanner@kes-prep.school
Mrs Sally Brown	Wellbeing Centre Manager	SABrown@kes-prep.school
Mrs Wendy Swinn	Child Protection Governor	wps@kes.hants.sch.uk
Chair of Governors (King Edwards and KES Prep)		
Mr Geraint Davies	Chair of Governors	gcd@kes.hants.sch.uk or via the Bursar: bursar@kes.hants.sch.uk

The DSL is a senior member of staff who takes lead responsibility in the School for child protection. The job description of the DSL can be found at the end of this document as Appendix 1.

Mrs L Henderson (KES) and Mrs H Kirwin (KES Prep) are trained as and act as the School's designated teachers for looked after children. They work with the Virtual School Head (from the Local Authority) to discuss how any funding can be best used to support the progress of these pupils in the school.

The DSL, Deputy DSL, Child Protection Officers and Head are trained every two years in child protection (including the Prevent Duty) and inter-agency working by Hampshire/ Southampton Local Authority and they attend further child protection courses at least annually to ensure that they stay abreast of current child protection issues. The Child Protection Officers attend network meetings run by the local authority, which are held termly and focus on inter-agency work. A training log is kept by the DSL.

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3 Contact details

All members of the Child Protection Team, the Head and the Heads' PAs all hold contact details for our Safeguarding partners including the LADO and Children's Services.

Referrals to Children's Services are made to the authority in which the child lives. Southampton and Hampshire are two separate authorities in this regard. Both of these authorities provide a professional line for School referrals. Parents, Staff and other individuals may contact Children's Services:

Southampton - 02380 833004, out of hours 02380 233344

LADO: Jemma Swann, 02380 915 535

Hampshire – 0300 555 1384, childrens.services@hants.gov.uk or out of hours 0300 555 1373

LADO: Mrs B Piddington (East), Mr M Blackwell (West) and Mrs F Armfield (Independent Schools), 01962 876364

Wiltshire – 0300 456 0108 or mash@wiltshire.gcsx.gov.uk out of hours: 0300 456 0100

LADO: Mr N Breakwell and Mr J Fletcher, 01225 713000

Dorset – 01202 228 866 or mash@dorsetcc.gcsx.gov.uk out of hours: 01202 657279

As well as taking referrals, Children's Services will provide advice about cases that do not meet their threshold, as well as signposting support available from other agencies. Local Authorities will also provide assistance through their Early Help Teams, working on the basis that early intervention can provide the help necessary to address risks and prevent issues escalating. This will usually involve inter-agency working. Any concerns linked to radicalisation will be shared with the local Prevent Officer via prevent.engagement@hampshire.pnn.police.uk. Referrals may also be made to Children's Services, as with all safeguarding concerns.

Further details about the Hampshire and Southampton Safeguarding partners and their procedures can be found at: <https://www.hampshirescp.org.uk/procedures/4lscb-procedures/>

Other local authority contacts:

		Southampton	
Children Missing Education Officer	Tina Selby/ Eliza Theobald-Morgan	childrenmissingeducation@southampton.gov.uk	02380 833 666
Child Sexual Exploitation Advanced Practitioner	Laura Tanner	Laura.tanner@southampton.gov.uk	

4 Training and Induction

In line with advice from our Safeguarding partners, full training is undertaken by the Head, staff and volunteers at least every three years, with updates given as appropriate but at least annually. Staff also receive annual rolling training on a specific safeguarding concern (see appendix 4 for the training schedule).

When new staff, including temporary staff and volunteers, join the School they are inducted and trained in child protection and whistleblowing matters. Prior to commencing work, they are all required to attend a Child Protection Induction session with the DSL to discuss Child Protection matters (including the specific safeguarding issues highlighted in section 10), read the School's

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Child Protection Policy, the Staff Code of Conduct, Part One (including Annex B) of KCSIE, the Schools behaviour and discipline policy, the acceptable use of technologies policy, Children missing education policy and e-safety policy.

All staff are required to read and **understand** Part 1 of KCSIE (including Annex B) after every update and sign to that effect. Staff should speak to the DSL if they are unsure about their roles and responsibilities set out in Part One of KCSIE. Catering, cleaning, facilities and finance staff will be allowed to read the condensed version of Part One, Annex A, of the guidance as they do not work directly with children.

During the September INSET day all staff receive training on updates to KCSIE. In 2025 this included further emphasis on Early Help and the addition of 'unexplainable absence' to that of persistent absence as a safeguarding issue.

The identities of the DSL plus other members of the Child Protection team are highlighted in the Child Protection Induction and the briefing sheet/display on the Staff Noticeboard.

All staff receive regular Child Protection training and annual refreshers. Staff also receive Online Safety training biennially.

All School Governors are trained in safeguarding matters by the DSLs every three years (the last full training was on 3 July 2025).

The NSPCC (www.nspcc.org.uk) and Hampshire Safeguarding Children Board (<http://www.hampshiresafeguardingchildrenboard.org.uk>) offers information regarding specific safeguarding issues for schools and colleges on their websites. Schools and colleges can also access broad government guidance on many issues via the GOV.UK website.

5 Safer Recruitment and Visitors

At least one person on every recruitment panel has received 'Safer Recruitment' training including all of the SLT, Chair of the Governors and HR department. Training is updated on a three year cycle.

In compliance with the DfE Regulations, the School operates safer recruitment procedures encompassing criminal records checks and all other checks as required by the Disclosure and Barring Service (see also Recruitment Policy). The School conducts online searches for all shortlisted candidates (prospective applicants will be informed of this). For posts at KES Prep a satisfactory self-declaration that individuals involved in childcare or the management of such provision, are not disqualified under the Childcare Act 2006 (updated 2018) is also required.

No facilities contractor comes on site without the knowledge of the Director of Operations (KES/ KES Prep) and/or Estates Supervisor (KES Prep). Unless the School has received a written statement demonstrating safe recruitment practices from the contractor in question, they are accompanied by a member of the facilities team at all times when there are pupils on site. Major works are usually undertaken out of school hours or out of term time. With any building work during term time a compound will be constructed within which all building staff must remain and the site manager will undergo the appropriate suitability checks.

All visiting speakers are asked to complete a declaration (even where specific vetting checks are not prescribed) including whether they are disqualified from working with children and to indicate they have read and understand the School's Inclusion policy and the first paragraph of

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the Curriculum policy relating to the Prevent Duty. Before booking a speaker a Google search or references from another school will be undertaken.

The School will report to the Disclosure and Barring Service, within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. A referral will also be made to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, for reasons of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

The DBS Referral Form & DBS Referral Instructions (available from the DBS website www.homeoffice.gov.uk/DBS) identifies the information and documents that should be provided at the time a referral is made, including those that are legally required. The address for DBS referrals is PO Box 3963, Royal Wootton Bassett, SN4 4HH (telephone number 01325 953795).

6 Listening to Children

We promote a culture of listening to children amongst staff through staff training and meetings, recruitment procedures and day to day School life. Pastoral care is an essential aspect of the educational provision that is given to the pupils. By stressing the importance and appreciation of each individual pupil it provides the support and reassurance that are necessary to allow each to grow to his or her maximum potential spiritually, morally, socially and academically. This is achieved on a daily basis through contact with the Tutor and other pastoral staff, through the relationships pupils develop with their teachers in class, through co-curricular activities and the PSHE programme. Pupils are not only given support via the School structure, but they are also encouraged to help each other. Each pupil has the freedom to approach any member of staff in order to ask for help or advice. The nursing team is available for pupils before registration until the end of the school day, every weekday and present at home rugby fixtures. Pupils also have the opportunity to talk to a counsellor twice a week at KES and have access to Support Assistants trained in 'Emotional Literacy' and 'Drawing and Talking' for 1:1 support at KES Prep. Pupils have the opportunity to feedback on all areas of School life through House/Section meetings, School Council and Sixth Form Prepositor meetings (KES).

However, 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.

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Pupils will be taught about safeguarding issues and e-safety through our PSHE programme and Online Safety Days (biennially at KES Prep). Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the School follows DfE advice Promoting Fundamental British Values as part of SMSC (Social, Moral, Spiritual and Cultural education) in Schools (2014).

7 Categories of Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult/s or another child/children including peers. Although abuse and neglect are categorised they are rarely standalone events. In most cases they involve multiple issues which overlap with one another.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

It should not be assumed that pupils at a school such as KES Prep and King Edward's will not be subject to abuse. A watch for signs should be kept and any suspicions, however slight, passed to one of the Child Protection team. It is essential that staff are sympathetic and supportive and, when concerned about the welfare of a child, always act in the interests of the child.

7.1 Neglect

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

7.2 Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. *(A child who is forced to consume alcohol or to take drugs may be deemed to have suffered physical abuse.)*

7.3 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and through the use of gaming platforms). Sexual abuse can involve using technology to facilitate offline abuse. Sexual abuse is not solely

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perpetrated by adult males. Women can also commit acts of sexual abuse, as can peers. The sexual abuse of children by children is a specific safeguarding issue and covered in section 10.

7.4 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

7.5 Signs of Abuse/ Neglect/ Exploitation

Signs that may, **but do not necessarily**, indicate abuse include the following. Please note that these are not exclusive categories:

7.5.1 Neglect and failure to thrive:

Hunger/tired/underweight and small for chronological age;
Delays in language and communication;
Dirty/smelly/unkempt/dry sparse hair;
Inappropriate clothes/footwear;
Cold, mottled skin, Swollen limbs with sores which are slow to heal;
Untreated medical problems;
Stealing, scrounging or scavenging – food, money, clothing;
Diarrhoea caused by tension, poor diet, poor hygiene;
Unresponsiveness or indiscrimination in relationships with adults;
Lack of parental involvement;
Maintaining a frozen position for an unnaturally long time;
Destructive tendencies;
Late to school/attendance issues;
Depressed/anxious/low self-esteem;
Attention seeking/withdrawn, No peer relationships/lonely;
Running away.

7.5.2 Physical Abuse:

Be suspicious of:

- Bruising that cannot be accounted for by participation in games, play or as a result of a child's normal activity;
- Finger/teeth marks;
- Burns and scalds with clear outlines, or of uniform depth over a large area, small round burns, or splash marks above a main scald;
- Spiral, chip or rib fractures or multiple fractures;
- Multiple injuries;
- Aggression;
- Unusual behaviour, obsessive;
- Jumpy, easily startled;

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- Regularly saying they feel unwell;
- Vague or changing explanations for injuries; accounts not compatible with the injury;
- Delay in seeking treatment or failure to attend medical appointments.

7.5.3 Sexual Abuse:

Sexually precocious behaviour or promiscuity;
Sexualised drawings, writing, play;
Sudden poor performance at school, or regression;
Poor concentration;
Use of drugs and/or alcohol;
Poor self-esteem/self-image;
Stomach/headaches;
Suicidal or self-harm;
Confusion of affection with sexual behaviour;
Sexual abuse/sexual bullying of other children;
Eating disorders or sleep disturbance;
Being withdrawn or depressed;
Fear of new situations;
Unexplained sums of money or gifts;
Associating with unknown adults or other sexually exploited children;
Reduction in interaction with family and friends;
Older boyfriend/girlfriend;
Using sexual language that is beyond expected knowledge for age;
Obsessed with sexual matters;
Fearful of undressing;
Failure to attend school;
Going missing from home or regularly coming home late.

7.5.4 Emotional Abuse:

Developmental delay, either physically, emotionally or intellectually;
Over-reaction to mistakes;
Sudden speech disorders;
Fear of new situations;
Lack of concentration;
Wild imagination;
Inappropriate emotional responses to stressful situations;
'Neurotic' behaviour such as rocking, hair twisting;
Extremes of passivity or aggression;
Drug or alcohol or solvent abuse;
Eating disorders or self-harm;
Compulsive stealing;
Fear of parents being contacted;
Suicidal thoughts;
Stomach/headaches;
Seeking attention
Bullying;
Truancy;
Blaming themselves for family problems;
Loner/withdrawn;
No affection;
Inability to form relationships or avoiding doing things with other children;
Depression or anxiety;
Disparity between attainment and ability;

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Behaving much younger than their age or behaving like an adult;
Believing they are bad, evil or possessed.

8 Procedures for dealing with concerns about a child

Appendix 2 shows a flow chart detailing actions to be taken when there is a concern about a child.

All staff should identify pupils that may benefit from Early Help¹. This should be discussed with the DSL and an Early Help Assessment will be completed if appropriate.

In most instances it will be the DSL who makes a referral to Children's Services, but it is important to note that **any staff member**² can refer their concerns to Children's Services directly, using the contact details in this policy. In exceptional circumstances if the DSL or Deputy DSL are not available staff must speak to another member of the CP team or a member of SLT. Advice can always be sought from Children's Services for any member of staff but the DSL must be informed asap.

If a child is in immediate danger or is at risk of harm a referral will be made to Children's Services and/or the police immediately.

The DSL will make prompt contact with the Police if a criminal offence is suspected.

Parental or pupil consent is not required for a referral to statutory agencies where there are concerns about the child's safety. The School will take advice from MASH regarding whether to contact parents about any disclosure.

In all cases, whatever action has been decided upon by the School or local authority, if a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

If a member of staff suspects that a pupil is suffering abuse:

- The first priority is to ensure that the pupil is not in need of immediate medical attention.
- The matter must be passed to the DSL, another CPO or the Head as soon as possible. The matter should **not** be dealt with on a purely personal basis.
- The DSL will alert the Safeguarding partners. The matter is then in their hands.
- At all stages, written reports must be kept. (See notes on written reports).

If a pupil tells a member of staff of alleged abuse:

- In no circumstances should the child be ridiculed or rejected. The matter should be dealt with immediately and with urgency.
- The member of staff must reassure the pupil that he/she has taken the right course of action in bringing this matter to the attention of an adult.
- Children rarely lie about these things; in cases of conflict the child's welfare must be a priority.
- It may be necessary to take immediate action to protect the child by placing him or her in the care of the School Nurse.
- The member of staff or volunteer should not make any promises of confidentiality. They should explain that they will have to share the information with people who can give

¹ Part 1 of KCSIE (Sept 2025) gives a list of those who may benefit from Early Help

² Staff member includes Supply teachers and volunteers

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practical help but that this will only be on a 'need to know' basis. The pupil should be told that the DSL and the Head will need to know.

When explaining that information will have to be shared it is advisable to respond with:

- *'I want to help you but to do this I will need to discuss the matter with someone else.'* and
 - *'I have a duty to inform the Head. I have no choice.'*
 - If the child withdraws allegations at this stage, the matter should still be reported to the DSL or the Head.
 - Members of staff must **not** carry out a physical examination of the pupil and they should not take photographs of any injuries.
 - Staff must **not ask** for full details as:
 - It is a very harrowing experience for the child; they will have to repeat what they have said to a social worker.
 - The legal proceedings could be jeopardised as it could be argued that leading questions were asked by inexperienced staff.
- However, a written record of what was disclosed should be made and sent to the Head and DSL. (See below for information on written reports).
- If they can, while they are speaking, the member of staff should write notes of what the pupil is telling them and any questions that were asked, all verbatim if possible. Original notes should be kept, however rough and even if they are written on the back of something else. It is what was written at the time that may be important later – not a tidier and improved version written up afterwards! If the member of staff does not have the means to write at the time, they should make fully detailed notes of what was said immediately afterwards.
 - Only minimum information necessary for clarification may be sought. Leading questions must be avoided. Questions such as "Did he do X to you?" should not be asked but questions such as "What do you want to tell me?" or "Is there anything else you want to say?" would be sensible. The member of staff or volunteer should stop asking questions as soon as the pupil has disclosed his or her belief that he or she has been abused.
 - The matter should be referred immediately thereafter to the DSL or the Head.
 - If the disclosure takes place on a School trip or outing, the member of staff should immediately tell the person in charge of the group. Contact should then be made with the DSL or the Head.
 - The member of staff should not discuss it with pupils, parents, siblings or other members of staff. The Head or the DSL will decide who else is to be informed. If allegations prove to be unfounded, reporting them to someone who is not directly involved with the care of the child may be deemed defamatory.
 - The member of staff should discuss with the Head, the DSL or the person in charge of the trip whether any steps need to be taken to protect the pupil who has disclosed the abuse.
 - The Head or the DSL, as required by law, will inform the Safeguarding partners as soon as possible, and certainly within 24 hours. Once the case is reported, it is then in the hands of the Safeguarding partners. Neither the School nor individual members of staff may investigate cases of suspected or alleged child abuse; that is the function of the Safeguarding partners. It can never be the School's responsibility to question adults, including parents.
 - The member of staff should follow the requests of the Head or DSL about what to do next.
 - At all stages, written reports must be kept. (See notes on written reports).

If a member of staff suspects that a pupil is about to make a disclosure:

- They should make every effort to allow the pupil to talk to them immediately.

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- If the matter cannot be discussed immediately, then promise the pupil a specific time that day to talk. Reassure the pupil that he or she is doing the right thing by telling a member of staff and assure the child that he or she will be helped and protected. Try to meet as early in the day as possible; if matters need to be passed on to the local safeguarding agency it is much better if this is not done towards the end of a working day.
- In all cases where members of staff consider that they have good cause to suspect abuse – including neglect and emotional ill-treatment – they should immediately report their suspicions to the DSL or the Head. If the subject raised by the pupil appears sufficiently serious, the DSL or Head should be informed immediately, **before** the time arranged with the pupil for discussion.

If a pupil has suffered physical injury:

- In the case of a physical injury that might be the result of abuse, medical help should be obtained immediately by contacting the School Nurse.
- A medical examination **can only** be carried out, with the pupil's consent, by the School Nurse or a doctor.
- The Head or the DSL must be informed. The family should **not** be contacted at this stage. The Head or the DSL will decide when the family will be contacted, if at all.

9 Specific safeguarding issues

The DfE through KCSIE and non-statutory advice give specific guidance regarding a child missing from education, child sexual exploitation, female genital mutilation, preventing radicalisation and sexual violence and harassment. Staff should always be mindful of these potential issues as well as of the dangers of drug-taking, truanting and sexting.

Since April 2017 it is a criminal offence for anyone aged 18 or over to intentionally communicate with a child under 16, where the person acts for a sexual purpose and the communication is sexual or intended to elicit a sexual response. The offence applies to online and offline communication, including social media, e-mail, texts and letters.

Training for staff has been provided on a number of specific safeguarding issues that put children in danger including mental health, cyber-bullying, sexting, drugs, radicalisation and the Prevent strategy, forced marriage and Female Genital Mutilation (FGM).

If a member of staff has suspicions or concerns about a child regarding any of these or any other safeguarding issue it is important that they take these concerns immediately to a member of the child protection team. If there is a risk of immediate serious harm to a child, a referral will immediately be made to Children's Services.

9.1 Children who are absent from education

All staff are made aware that children being absent from school, unexplainable and/or persistent absences from education, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are made aware of their school's unauthorised absence procedures and children missing education procedures.

A child going missing from education is a potential indicator of abuse or neglect. Staff should alert the Senior Deputy Head (KES)/ Deputy Head Pastoral (KES Prep) immediately if a child is missing. In the absence of the Senior Deputy Head the Deputy Head (Pastoral) should be contacted and in the absence of both the Main Office should be alerted and School procedures

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will be followed. The procedures for dealing with a pupil who is absent from School can be found in the Pastoral Head of Year handbook.

All pupils are added to the admissions register with two emergency contact numbers on entry into the School and registered twice daily (am and pm). The Registrar's office (KES) or Head's PA (KES Prep) will notify the relevant local authority of any pupil (of compulsory school age) who leaves the School due to being home educated, distance from School, health reasons, has missed School for 10 days or more without the absence being authorised or being permanently excluded. The LA will also be notified of any pupil joining or leaving the school at an unusual time. A forwarding address must be requested if appropriate.

The school does not place pupils in alternative provision.

9.2 Child on child abuse

Children can abuse other children through bullying (including cyberbullying), physical abuse causing physical harm (see Anti-bullying policy) or abuse in intimate personal relationships between peers and any of the following categories covered in more detail below. In most instances the conduct of pupils towards each other will be covered by our Rewards and Sanctions policy (Pastoral Care, Behaviour, Rewards and Sanctions Policy – KES Prep). However abuse is abuse, it is not acceptable and should never be tolerated or passed off as "banter" or "part of growing up"

Victims will be reassured that the School will take their disclosure seriously and they will be supported and kept safe. To avoid alarm or distress it will be explained to pupils that the law is in place to protect children rather than criminalise them. The School will always look at ways for pupils to report any kind of abuse, as we realise that sometimes children may be the victim of child on child abuse but simply do not wish to report it.

Both KES Prep and KES educate the pupils to the risk of child on child abuse through Wellbeing, PSHE, assemblies and by promoting the core values and ethos of the Schools.

9.2.1 Procedure for dealing with an incident

When dealing with abuse by one pupil or more against another pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm it is necessary to apply child protection procedures to both the abuser and the abused. This form of abuse will not be tolerated and will be referred to the Safeguarding partners for advice.

An incident deemed as physical assault (an act which intentionally or recklessly causes violence to another) will be dealt with by following the guidance document ['When to call the Police'](#). Appendix 3 provides a flowchart from this document.

If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the wellbeing of the pupils affected and the victim and perpetrator will be provided with support.

Support could be through the pastoral structure, counsellor, nursing team or external agencies and cover both in School and co-curricular activities.

There are also different gender issues that can be prevalent when dealing with child on child abuse (i.e. upskirting (section 9.2.5), girls being sexually touched/ assaulted (section 9.2.1) or boys being subjected to initiation/ hazing type violence).

9.3 Sexual activity, violence and sexual harassment between children

9.3.1 Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. Unfortunately, children can abuse their peers in this way. With sexual offences, the question of consent has to be considered. Consent is about having the freedom and capacity to choose. A child under the age of 13 is regarded as too young ever to be able to give consent to sexual activity. Whilst sexual activity with a person under the age of 16 is a criminal offence, a range of factors are considered before prosecuting an offender who is a minor. Any sexual activity without consent is a crime. Consent can be withdrawn at any time.

9.3.2 Sexual harassment

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated. This can take the form of sexual comments, sexual "jokes" or taunting, physical behaviour (e.g. deliberately touching someone, displaying photos or drawings of a sexual nature) or online (e.g. sexting (see 9.6), inappropriate sexual comments on social media, sexual exploitation (see 9.4) and upskirting (see 9.7)). Sexual harassment will not be tolerated and will be dealt with following the School's disciplinary policy.

9.3.3 Procedure for dealing with an incident

Harmful sexual behaviours (online, offline, in School and out of School) will be treated in a child protection context. The DSL must be contacted immediately, where they will interview the pupils involved and decide upon next steps. The DSL will assess the risk to the child/ children taking into account:

- The wishes of the victim
- The nature of the alleged incident
- The ages of those involved and any power imbalance between the perpetrator and victim

If a child has been harmed, is in immediate danger, or is at risk of harm a referral will always be made to Children's Services. The police are important partners if a crime might have been committed. In the best interests of both children the School may remove the alleged perpetrator from any shared classes without making a judgment of guilt.

If it is thought a crime has been committed disciplinary action may be taken ahead of outcomes from the justice system in the best interests of and with regard to the safeguarding of the victim. The DSL will work closely with the police so as not to jeopardise any police investigation.

The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened. The School will act in the best interests, and consider the safeguarding, of the victim and the wider School population (DfE guidance Sept 2021). Appendix 4 provides a flowchart indicating possible ways the School could manage incidents of this nature.

9.4 Child Sexual exploitation (CSE)

CSE is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years. It can include both contact and non-contact sexual activity and may occur without the child or young person's immediate knowledge.

9.5 Child criminal exploitation (CCE) including county lines

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As CSE (above) but can involve children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

The experience of girls and boys can be very different, and indicators may not be the same.

Some of the following signs may be indicators of CSE and CCE:

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

9.6 Consensual and non-consensual sharing of nude and semi-nude images and/or videos (previously known as Sexting):

The term ‘sharing nudes and semi-nudes’ means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps, forums or involve sharing between devices using offline services. It could also involve sharing between devices via services like Apple's AirDrop which works offline. AI generated images of this nature will be treated in the same way.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- i. children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- ii. children and young people digitally manipulate an image of a young person into an existing nude online
- iii. images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be a sign that a child is at risk. All incidents should be treated as a safeguarding concern.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and will be reported to the police.

Children sharing adult pornography, exchanging sexual texts or downloading sexual imagery from the internet may be a safeguarding matter but is unlikely to be criminal.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures (below) and refer to the CP team as soon as possible.

9.6.1 Procedure for dealing with an incident where Sexting is suspected

- a. If the member of staff has reasonable grounds to suspect a device contains evidence in relation to an offence, or contains a pornographic image of a child or an extreme

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pornographic image, such material **should not** be deleted, the device should be confiscated and set to flight mode or turned off. The DSL will give the device to the police as soon as reasonably practicable. Staff should not intentionally view, copy or print the youth produced sexual imagery.

- b. The DSL should hold an initial review meeting with appropriate school staff assigning two members of staff (at least one DSL trained) to the subsequent interviews with the children involved (if appropriate).
- c. Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- d. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Services or the Police as appropriate.
- e. Immediate referral at the initial review stage should be made to Children's Services/Police if:
 - i. The incident involves an adult;
 - ii. There is reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
 - iii. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
 - iv. The imagery involves sexual acts;
 - v. The imagery involves anyone aged 13 or under;
 - vi. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- f. If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Services or the police.

In applying judgement, the DSL will consider if:

- i. there is a significant age difference between the sender/receiver;
- ii. there is any coercion or encouragement beyond the sender/receiver;
- iii. the imagery was shared and received with the knowledge of the child in the imagery;
- iv. the child is more vulnerable than usual i.e. at risk;
- v. there is a significant impact on the children involved;
- vi. the image is of a severe or extreme nature;
- vii. the child involved understands consent;
- viii. the situation is isolated or if the image has been more widely distributed;
- ix. there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- x. the children have been involved in incidents relating to sexting before.

The DSL will record all incidents of sexting, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

9.7 Upskirting

'Upskirting' involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **It is a criminal offence.** Anyone of any gender, can be a victim.

9.8 Online Safety³

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (the 4Cs):

Content – being exposed to illegal, inappropriate or harmful content. This now includes misinformation, disinformation (including fake news and conspiracy theories as safeguarding harms).

Contact⁴ – being subjected to harmful online interaction with other users.

Conduct⁵ – personal online behaviour that increases the likelihood of, or causes harm.

Commerce – risk such as online gambling, inappropriate advertising and phishing.

9.9 'Honour based' abuse (including FGM and Forced marriage)

So-called 'honour-based' abuse (HBA) 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. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

9.9.1 FGM

The School's Child Protection training video, accessible on the School's website, provides information and advice about FGM but for further details please use the link to access the Home Office/DfE document: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

FGM is illegal in the UK and is a form of violence against women and girls. Staff need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. 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. From October 2015 there is a mandatory reporting duty where teachers must report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18 (Contact the Police through 101, ask for Hampshire and then CP unit). Southampton LA wish this to come through a MASH referral by the DSL as the Police are part of MASH. Although it is very rare for teachers to see visual evidence, staff failing to report such cases will face police disciplinary sanctions.

9.9.2 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

³ More detail can be found in the ICT Acceptable Use and E-Safety policies including how the School manages filtering and monitoring including Generative AI

⁴ Aspects covered in 10.2 Child on Child abuse and further information in the Rewards and Sanctions policy

⁵ Aspects covered in more detail in 10.6.1 Sexting

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Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

9.10 Domestic abuse

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.

9.11 Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Everybody in a child's life should be aware of how these experiences, can impact on mental health, behaviour and education. Our staff are not mental health practitioners so will always seek advice from appropriately trained professionals. If a mental health concern is of a safeguarding nature the procedures in section 11 of this policy will be followed.

For further information please read the School's Mental Health Policy.

9.12 Radicalisation

Staff should be watchful for any pupil showing signs of radicalisation or extremism (as defined within KCSIE 2025 (September) and the Prevent Duty, October 2023) and report any concerns to the child protection team. This would be in keeping with professional responsibility for the child's welfare and legal requirements set out in the Counter-Terrorism & Security Act 2015. The DSL will share concerns with the local Prevent team, who will support the School, either by escalating the matter or providing guidance. This may include making a referral to the Channel programme where the pupil's engagement is entirely voluntary at all stages. Many of the signs associated with this type of abuse are the same as the signs linked to the four main categories of abuse but staff should also be watchful for:

- Change in behaviour
- Possession of extremist material
- Expression of extremist views
- Unhealthy level of fixation or obsession with religious or political views/issues
- Socialising with people known to have extremist views

Definitions from KCSIE 2025 (September):

'Radicalisation' refers to the process of a person legitimising support for, or use of, terrorist violence.

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

All staff have had training to understand the Prevent duty, awareness of children being drawn into terrorism and to challenge extremist ideas. When accessing the internet in School appropriate filters are in place to keep children safe from terrorist and extremist material. Senior staff have assessed the level of risk within the Schools in collaboration with the Hampshire Prevent officer, putting appropriate training/ procedures in place detailed in the safeguarding risk assessment.

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Pupils are taught an awareness of extremist views through PSHE, the assembly programme and where appropriate in academic lessons.

9.13 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Children's awareness of this and confidence in being able to deal with it is taught at an age appropriate level within the Schools.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. The Police are always informed immediately of any incidents of this nature. Children and parents will be informed if there is any possible danger to a child.

9.14 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The School will always support children as much as possible during these times.

9.15 Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The Pastoral team will work closely with any children in this situation.

The Schools are also aware (and will refer to KCSIE) for any concerns regarding Homelessness, Cybercrime, Modern slavery and Serious violent crime.

10 Safeguarding concerns/allegations made about staff, including supply teachers, volunteers and contractors

Cordial relations between staff and pupils are essential to a happy, thriving school environment. However, in the interests of all parties, professional boundaries must be observed. Over-familiarity, however well-intentioned, can lead to serious moral and legal complications. No member of staff should ever place himself or herself in a position with a pupil that could compromise his or her integrity.

It is vital that any allegations are cleared up quickly and independently. An allegation mistakenly made, whether for frivolous or malicious reasons, can jeopardise the career of a member of staff and the damage can become irretrievable. Equally, a genuine complaint must not be swept aside on the mistaken assumption that it is a frivolous or malicious allegation. Not only will this be damaging to the child, it puts other children at risk of being victims. It is essential that any child making an allegation is listened to as the safeguarding of the child must be paramount at all times.

10.1 Allegations that may meet the harms threshold

If there is an allegation or suspicion that a member of staff has been involved in the abuse of a child or if a member of staff is concerned about the behaviour of a colleague towards a pupil, this must be reported immediately to the Head. The DSL will also be contacted (unless he or she is the object of the allegation). If the Head is absent, the allegation must be passed to the Chair of Governors or, in his absence, the CP Governor. Discretion must be used at all points and the matter must not be discussed with other members of staff. Staff may access contact details for the Chair of Governors or CP Governor from the Bursars office, or from within this policy.

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- If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors (or in his absence, the CP Governor) without notifying the Head first. In cases of serious harm, the police should be informed from the outset.
- From then on, there is an obvious need to act with the utmost discretion.
- The matter must remain **strictly confidential** until the Head or the DSL under the Head's direction or the Chair of Governors or CP Governor has made contact with the LADO, who will advise on what steps are to be taken. Contact with the LADO will take place within 24 hours and no internal investigation will take place until contact with the LADO has taken place.
- Further advice for staff regarding the procedure in the event of an allegation of abuse against a member of staff can be found in the Staff Handbook. Staff may also like to refer to the School's Whistleblowing Policy.
- Statutory DfE Guidance is provided for Schools in Part four of KCSIE including making a referral to the Secretary of State via the Teaching Regulation Agency.
- All false allegations will be removed from staff personnel records; however, unfounded and unsubstantiated ones will be retained.

10.2 Concerns that do not meet the harm threshold

These 'low-level' concerns do not mean that it is insignificant; they are concerns no matter how small, or even if they cause a sense of unease or a nagging doubt that an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold to warrant a referral to the LADO.

These concerns must be discussed with the Senior Deputy Head (KES) or DSL (KES Prep), who will log all concerns including the action taken. Numerous low-level concerns from an individual may warrant a discussion with the LADO.

Low-level concerns regarding supply staff and contractors will be passed on to their employers.

11 Urgent concern (KES):

Pupils who are vulnerable and need careful monitoring are flagged red (in Wellbeing Manager) by the DSL. Teachers of these pupils will be informed that if the pupil is not in their lesson they must immediately contact the Head of Year and copy in the CP team. Teachers will not be informed of any detail except that attendance needs close monitoring. The Head of Year will then follow the procedure 'What to do in the event of a missing child'.

12 Written Reports

Written reports must be kept about any suspicion or allegation of abuse.

- If you can, make written notes at the time the pupil is talking. If this is not possible, a careful written record should be made as soon as possible afterwards. These notes, together with all forms of evidence, however scruffy, must be kept by the member of staff involved and handed to the DSL.
- A report should include:
 - 1) Your name and your position in the School/relationship to the child; e.g. tutor
 - 2) the time and date;
 - 3) the nature of the concern;
 - 4) the party or parties involved;

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- 5) any steps requested;
 - 6) any steps taken, including, if appropriate, any steps taken to protect the victim;
 - 7) If physical abuse has occurred, a diagram to show where the marks are on the body and a description of the marks, if they are visible to you without removing clothing;
 - 8) questions you have asked the pupil and their response, verbatim if possible;
 - 9) how the pupil appeared – did they appear anxious, tearful, calm, etc.
- If the matter is dropped, the report should indicate the reasons for the original concern and the reasons why it was not pursued;
 - A copy of the report and any notes should be kept for at least 3 years.

13 Practical Advice for staff

Avoiding the risks of allegations of physical or sexual abuse or harassment:

Staff should read this advice in conjunction with the Staff Code of Conduct. All staff, particularly those acting in any teaching, pastoral or extra-curricular capacity which places them in a one-to-one situation with pupils, should take great care not to put themselves at risk of any suspicion or allegation of physical or sexual abuse or harassment. To give staff protection from such allegations, the following guidelines are suggested:

- A member of staff should never speak to, or touch, a pupil in a manner that could be construed as having sexual overtones or that could be interpreted as physical assault. Remember, it is the action rather than the intention that may subsequently give rise to problems.
- Members of staff should be cautious of communications by electronic means with pupils. If they do communicate electronically, they should ensure that the communication is both necessary, appropriate and that it cannot be misconstrued.
- Where possible photos should be taken on school cameras or mobile devices. The use of personal mobile phones is permitted to take photographs for school purposes (excluding EYFS), these must be downloaded onto the school network at the first given opportunity and images deleted from personal devices and backups.
- The use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities is restricted in the EYFS: photos must be taken on school devices and uploaded onto school systems. Personal electronic devices should not be used to capture images and personal phones must not be used at all when children are present – only in the staff room and Head of EYFS office. [EYFS Statutory Framework].
- If it is suspected that a pupil harbours a grudge, or has a particular attraction, towards a member of staff, a colleague should be present when dealing with individual disciplinary matters.
- Giving physical comfort is often the natural thing to do with an upset child. If a pupil is distressed and shows a need for comfort, any demonstration of comfort should be given in a public place and/or in the presence of colleagues who, if possible, are aware of the circumstances.
- Entertaining, coaching or teaching a pupil in a private place is unwise and should be avoided as should individual tuition for a pupil in a teacher's home. Any extra tuition should normally take place in School or in the pupil's home after discussion with parents. In all cases, a senior member of staff should be aware of the arrangements so that the meeting cannot be misconstrued.
- Co-curricular activities often take place in situations remote from School and very occasionally in the absence of another colleague. Particular care should be taken to maintain professional standards and integrity.
- Conveying a pupil by car should be avoided wherever possible and, if necessary, should be done after agreement with a member of the SLT. If circumstances do not allow agreement to be sought then a member of the SLT should be informed as soon as is practicable after the event.

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- One-to-one meetings in private between a member of staff and a pupil, such as pastoral staff dealing with sensitive, confidential matters, should be approached with the utmost caution. The integrity and discretion of the pastoral staff should always be beyond reproach. If in any doubt, however, the following common-sense steps to protect yourself might include:
 - Making sure that any interviews are conducted in a room into which others might come at any time – such as a classroom – or into which others can see easily;
 - Having another colleague present, or, if that is not possible or appropriate, at least to be aware that the interview is taking place;
 - Leaving open the door if there is no visibility into the room;
 - In the event of an unforeseen situation, telephoning to make another colleague aware of the situation (and able to interrupt if necessary);
 - Sitting behind a desk and agreeing to keep notes as the interview proceeds.

Staff should never think abuse is impossible in their School or group, or that an accusation against someone they know well and trust is bound to be wrong.

Remember that children and young people often tell other young people rather than staff or other adults about abuse. Senior pupils in each school are also briefed to pass on concerns to pastoral Heads of Department or other senior staff.

14 Children with special educational needs and disabilities

Children with Special Educational Needs and disabilities (SEND) can provide additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising abuse and neglect in these pupils. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Further information can be found on the NSPCC website [Safeguarding children with special educational needs and disabilities \(SEND\)](#).

15 Children who are lesbian, gay, bisexual, or gender questioning (LGBTQ+)

The fact that a child may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Pupils can talk to any member of staff, if they wish and use the Wellbeing centre as a safe space should they wish to do so.

16 Governance

The DSL reports annually to the Governing Body and termly updates are also provided.

The Governing Body undertakes an annual review of the School's Safeguarding policy and procedures, and of the efficiency with which the related duties have been discharged, so that any deficiencies or weaknesses can be remedied without delay.

The School Governors with particular responsibility for Child Protection are:

Mr Mark Challoner [KES] MC@kes.hants.sch.uk

Mrs Wendy Swinn [KES Prep] WPS@kes.hants.sch.uk

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The DSL will liaise with this Governor regarding all Child Protection matters prior to reporting to the Governing Body.

This policy is written by the DSLs at KES and KES Prep in conjunction with all the child protection team and reviewed annually by the Senior Leadership team. All staff have the opportunity to contribute to this policy.

Along with this policy the Staff Handbook and all School Policies are provided for all staff on the School website.

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Appendix 1: DSL Job Description⁶

DESIGNATED SAFEGUARDING LEAD

The role of the Designated Safeguarding Lead [DSL] is, primarily, to support the Head in their management of the critical task to safeguard pupils in the School. They will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

This is a senior post within the School and the DSL is expected to take a leading part in the administration and management of relevant policy formation and future planning. The DSL will regularly review statutory guidance regarding safeguarding and monitor DfE regulatory requirements (as set out in the ISI Handbook framework) to ensure the School's policies and procedures are current and relevant. They will also report annually to Governors, with termly updates where appropriate and will brief the staff, parents and pupils as required.

The DSL reports direct to the Head. They are a member of the Senior Leadership team and the 2-18 Policy and strategy team. They may be invited to attend meetings at either school, for example KES Prep Governors and Education & Welfare Committees of the Governing Body at KES and other Governing Body meetings as needed. The DSL at KES and KES Prep will work closely together.

The DSL leads the child protection team consisting of the DSL, a designated child protection governor and at least one other trained member of staff. The DSL will ensure that there is a designated deputy to act in their absence.

In addition, the DSL will undertake the following duties:

Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

⁶ Adapted from Annex C KCSIE 2025

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- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This DSL training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff
- understand relevant data protection legislation and regulations, as well the Schools' Data Protection Policy and Privacy Notice, and their individual obligations under these legislations and policies.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are alert to the specific needs of children in need, those with special educational needs and young carers [*Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children*]
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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Raise Awareness

The DSL should:

- ensure the school's child protection policies are known, understood and used appropriately
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on safeguarding.

Record keeping

Record all concerns, discussion, and decisions made, and the reasons for those decisions. Child protection files must be kept on Wellbeing manager with confidentiality on a need to know basis.

Records should include:

- a clear 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.

Child protection record

Where children leave the school ensure their child protection record is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

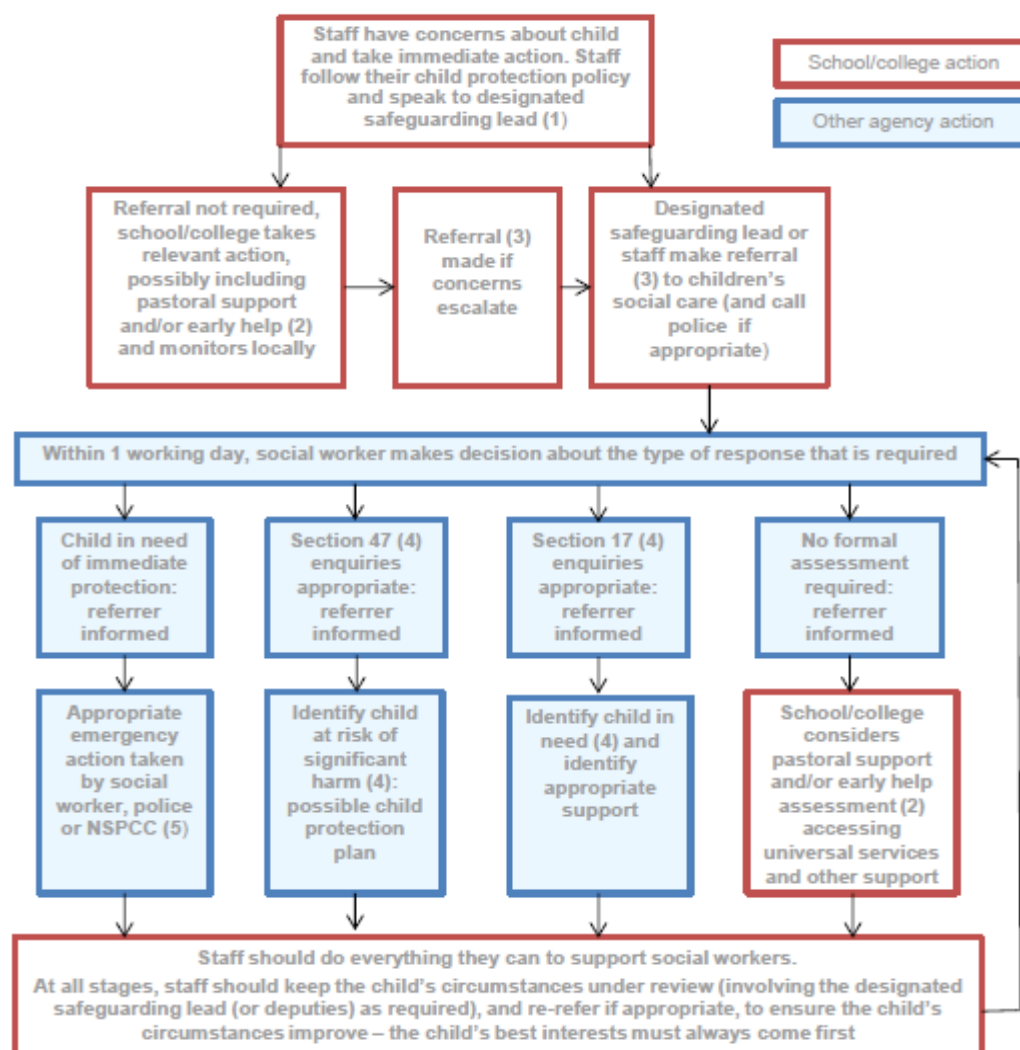
In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting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

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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Appendix 2: Actions when there are concerns about a child *(KCS/E September 2025)*



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

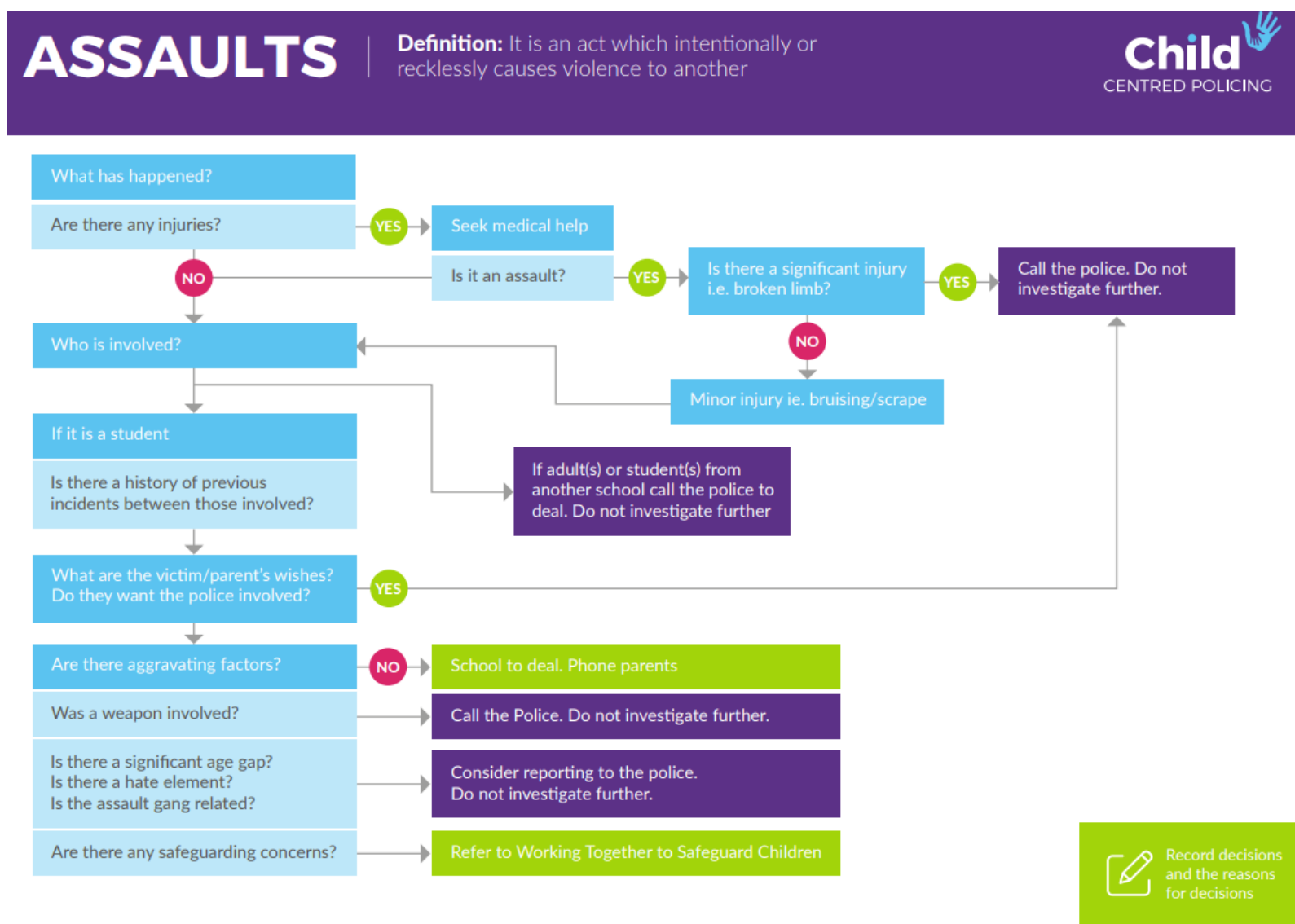
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3. When to call the Police: Assaults

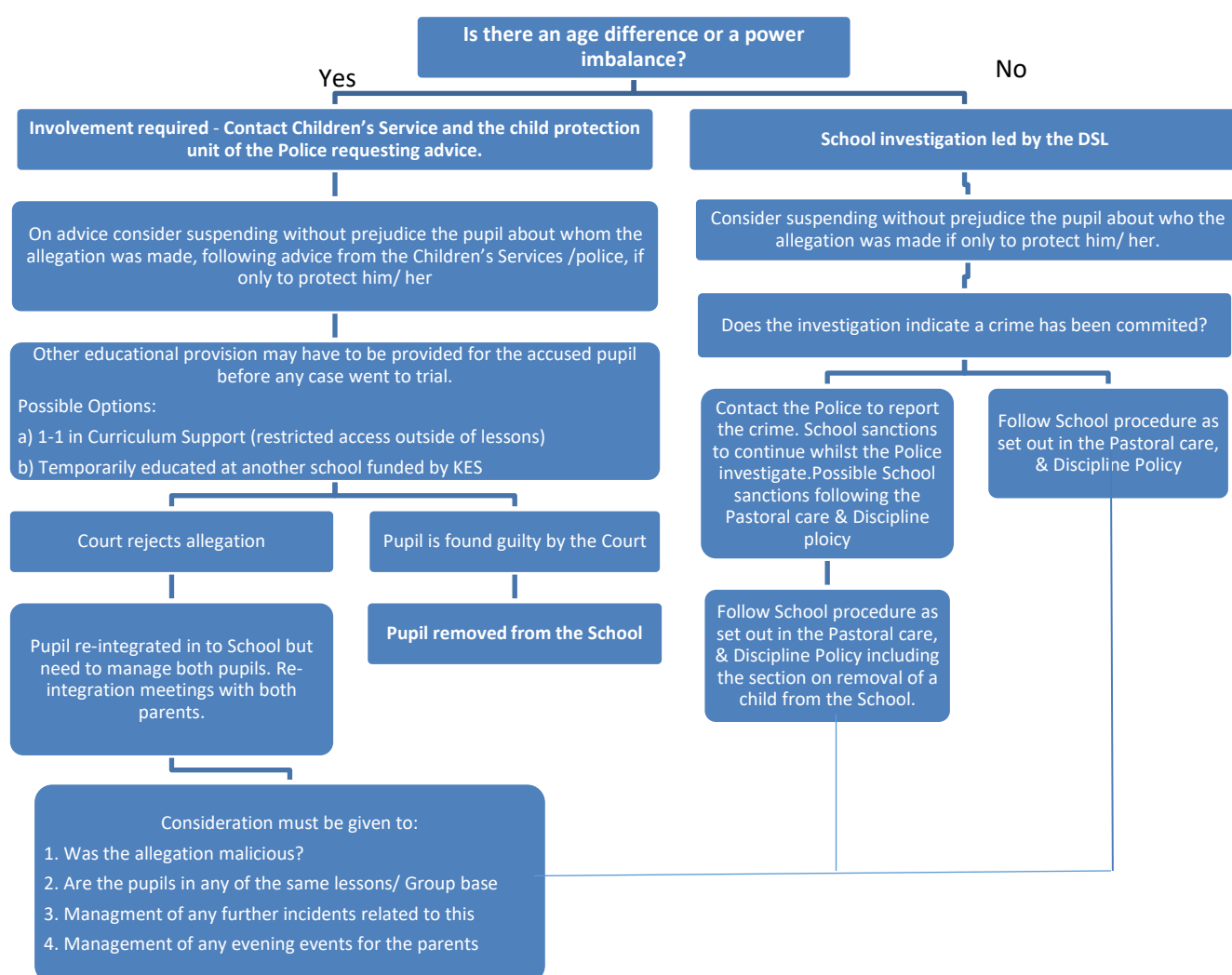


Appendix 4: Managing allegations of sexual assault in schools

The DSL in discussion with the Head will assess the risk to the child/ children taking into account:

- The wishes of the victim
- The nature of the alleged incident
- The ages of those involved and any power imbalance between the perpetrator and victim

The flow chart below shows the processes in managing an allegation of child on child abuse including how victims and perpetrators will be supported:



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Appendix 5: Child Protection Training Schedule

KES	Staff	Governors
2021-22	Online Safety	
2022-23	Full Child protection (September)	Full Child protection
2023-24	KCSIE update Child on Child abuse Prevent	
2024-25	E Safety	
2025-26	Full Child protection (September)	Full Child protection

KES Prep	Staff	Governors
2021-22	Whole Staff Child protection	
2022-23	Online Safety	Full Child protection
2023-24	KCSIE update Child on Child Abuse	
2024-25	E Safety	
2025-26	Full Child protection (September)	Full Child protection

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Appendix 6: Online Remote learning (if implemented due to a School closure)

Concerned about a child?

If you have concerns about the safety of a child, you should act immediately.

1. Speak to the DSL/ Deputy DSL or one of the child protection officers straight away.
2. If you cannot speak to one of the DSL team, you must take action yourself by contacting the Children's Services or in the event of an emergency where a child is at risk of immediate harm, dial 999.

Safeguarding Priority

During these challenging times, the safeguarding of all children at our school continues to be our priority including in the event of a local or national lockdown. This policy will always be the document to use for safeguarding questions/ concerns with the following fundamental safeguarding principles remaining the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

In the event of remote learning:

Remote teaching sessions – Teacher Protocols

Face to Face remote teaching and pastoral check-ins will continue through Zoom.

To create a safe environment for our pupils when engaging in a face to face session, there are several things that a teacher should consider:

- Teachers should familiarise themselves with the functions of Zoom, including the privacy and mute settings.
- Any Face to Face session should take place in school time, and must be hosted and supervised by the class teacher.
- Teachers need to consider and be sensitive to the needs of individual pupils, and children who may be sensitive to certain topics or issues that may arise during the Face to Face session.
- Teachers need to consider and be sensitive that individual pupil's personal circumstances may vary dramatically and at short notice.
- Teachers should admit pupils through the waiting room only admitting names they are expecting and admit when there are more than two pupils waiting.

Essential Rules

- In Year 7-11 there must be a minimum of two children in each face-to-face interaction. If there is only one, offer to set work via the Planner or school email, and close the session.
- For the Sixth Form, one to one sessions may occur providing there is another adult nearby to the student who is able, if necessary, to view and hear the session. If anything happens during a one to one session about which you are concerned on safeguarding grounds, follow normal safeguarding protocols and report this to the school's DSL as soon as possible, to ensure that there is evidence of transparency.
- The first session should be on protocols and parameters of Face to Face learning and after that, the first few minutes of each Face to Face session should be a brief reminder of the expectations, rules and regulations which keep children and teachers safe online.

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- Face to Face sessions should take place in normal school hours only.
- Schedule sessions
- Video conference from an environment that is quiet, safe and free from distractions.
- Ensure you are in appropriate dress.

A letter will be sent to all parents informing them of the rules in place to ensure the safety of their child if remote learning has to be instigated.

Prior to any lockdown all pupils will be given the following agreement to help keep them safe when accessing remote lessons.

Online Remote Learning Responsible User Agreement

ALL PUPILS ARE EXPECTED TO ADHERE TO THE GUIDANCE AND RULES CONTAINED WITHIN THIS DOCUMENT

1 Rules

- I will only use technology for school purposes as directed by my teacher.
- If I am in Year 7-11, I will only use Zoom when there are other pupils also accessing the lesson in my class. If I am in the Sixth Form, if my lesson is one-to-one with a teacher via Zoom, I will only do so if there is another adult in the house who is able to see and hear the lesson.
- I will not record or take photos of my classmates or teachers during a face-to-face session.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Zoom and other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with pupils, teachers or others using technology is responsible and sensible. If sending email I will only use my school email account.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.
- I understand that when using Zoom and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted.

2 Guidelines

When using Zoom, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Video conferencing from an environment that is quiet, safe and free from distractions (preferably not a bedroom)
- Be on time for your interactive session
- Be dressed appropriately for learning (i.e. no pyjamas)
- Remain attentive during sessions
- Interact patiently and respectfully with your teachers and peers
- Provide feedback to teachers about your experiences and any relevant suggestions
- You MUST NOT record each other's online interactions.
- Make sure you end the session as soon as the teacher indicates to do so.