



Safeguarding and Child Protection Policy

This policy applies to the Main schools, After School Clubs and Workshops

Kiri Golding fully recognises its responsibilities for safeguarding and child protection.

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Latest revision: September 2022

Next review (date): August 2023

Key Safeguarding Personnel

Role: School Principal

Name: Kiri Golding

Tel. 07809220405

Email: Kiri@kirigolding.co.uk

Designated Safeguarding Lead (DSL)

Role: School Principal

Name: Kiri Golding

Tel. 07809220405

Email: Kiri@kirigolding.co.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)

If you are worried that a child is being abused or neglected contact the following Children's Social Care Team:

Multi Agency Safeguarding Hub - Hampshire County Council

Southampton City Council, Civic Centre Rd, Southampton SO14 7LY

1. Phone [0300 555 1384](tel:03005551384) during office hours 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday

2. Phone [0300 555 1373](tel:03005551373) at all other times to contact the Out of Hours service

The DOFA contact details are as follows:

Multi Agency Safeguarding Hub - Hampshire County Council

Southampton City Council, Civic Centre Rd, Southampton SO14 7LY

[0300 555 1384](tel:03005551384)

[0300 555 1373](tel:03005551373)

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

Glossary of Terms

KCSIE Keeping Children Safe in Education

PSHCE Personal, Social, Health and Citizenship Education

SKULL Starcast Knowledge, Understanding and Lifelong Learning FGM Female Genital Mutilation

MASH Multi Agency Safeguarding Hub

DOFA Designated Officer for Allegations

LSCB Local Safeguarding Children Board

DSL Designated Safeguarding Lead

DDSL Deputy Designated Safeguarding Lead

For the purposes of this policy:

- Staff refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- Child refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Introduction

Kiri Golding is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- The Procedures of Hampshire Safeguarding Vulnerable People Partnership
See Appendix 1 for further relevant guidance documents
- The aim of this policy is to ensure:
 - all our pupils are safe and protected from harm.
 - safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

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

- Safer Recruitment Policy
- Staff Behavioural policy
- Allegations Against Members of Staff Policy
- Confidentiality Policy
- Data Protection Policy (GDPR)
- Behaviour Policy
- Anti-Bullying Policy
- E-Safety Policy
- EYFS policies
- Health & Safety Policy
- First Aid Policy
- Administration of Medicines Policy
- Whistleblowing Policy
- Use of Incident and Children Causing Concern forms
- Online Sexting and Relationships Policy
- COVID – 19 Risk Assessment

The school ensures that a record is kept to show that all staff understand the contents of the guidance. At Kiri Golding Theatre Arts the well-being of every child is paramount.

All staff are responsible for maintaining a family atmosphere and providing a protective ring around each child.

This is managed by three key principles:

- Creating an environment where children are safe from harm
- Teaching children about safeguarding as part of a broad and balanced life skills
- The creation of a culture where children can raise anxieties with confidence. Starcast staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding and child protection is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

An Environment Safe from Harm is created by:

- A recruitment procedure for the appointment of new staff employed at the school consistent with KCSIE 2020 Guidance. All members of the Senior Management Team have undergone safer recruitment training.
- As part of risk assessments (including external visits) evidence will be obtained to confirm DBS clearance for any non-KGTAC staff with unsupervised access to pupils.
- School policies with regard to Anti-bullying, Discipline, Restraint, Missing Pupils and the Staff Behavioural policy.
- A complaints procedure.
- A Whistleblowing Policy
- Online safety

Child Protection Education is provided by:

- Maintaining a safe and warm environment within Kiri Golding Theatre Arts in which children can learn, live and develop.
- Raising awareness of child protection issues amongst staff and children. A key part of safeguarding at Kiri Golding is equipping children with the skills needed to keep them safe and this may include covering relevant issues in classes.
- The school ensures that all staff are aware of the Behavioural policy which provides clear guidance about behaviour and actions so as not to place children or staff at risk of harm. The Code includes advice on avoiding situations which may give rise to allegations of harm. All new members of staff are alerted to the safeguarding policy and procedures as part of their induction training.
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Providing appropriate support for any pupil who has been abused.

Positive Culture in raising concerns is created by:

- Providing pastoral support that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns.
- Kiri Golding has a well-established listening culture.
- Children's viewpoints are valued, formally through the Principals and in break periods, and informally throughout a classes or session's when children are encouraged to talk and listen.

Scope

The safeguarding procedures apply to the Principal, teachers, all staff (including supply and peripatetic staff) and volunteers working for and on behalf of Kiri Golding Theatre Arts.

They explain what action should be taken if there are concerns that a child is or might be suffering harm.

These procedures focus on safeguarding all children including those who have suffered or are at risk of suffering serious harm. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care without delay. It is important for children to receive the right help at the right

time to address risks and prevent issues from escalating. It is vital that information is shared quickly with the relevant social care agencies.

However, where there is no immediate risk of harm and a child and family would benefit from co-ordinated support from more than one agency (for example learning support, education and health) there should be an inter-agency assessment using local processes.

Safeguarding is defined as:

- Ensuring that children grow up with the provision of safe and effective care
- Taking action to enable all children to have the best life chances
- Preventing impairment of children's health or development and
- Protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect all children including those who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm.

Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at Kiri Golding Theatre Arts are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Principal. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse of a pupil or if a pupil discloses abuse or allegations of abuse.

Kiri Golding Theatre Arts staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding and child protection is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at – Advice on whistleblowing
- The NSPCC whistle blowing helpline. Staff can call 0800 028 0285 – lines available from 8.00 AM to 8.00 PM, Monday to Friday and email: help@nspcc.org.uk
Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Child Protection Training

All new members of staff are required to be familiar with the Child Protection Procedure as part of the induction process and whole staff (including teaching, cleaning, office and kitchens) under go Child Protection training that is renewed every three years. All new staff have a verbal briefing and

discussion forum with Kiri Golding. The DSL's receive advanced level training. However, all staff are regularly updated on safeguarding and child protection as required, but at least annually for example via email, staff briefings and staff training/inset. All staff also take an online safeguarding quiz to ensure their understanding of safeguarding and child protection procedures. Any training received by staff is recorded by Kiri Golding on a secure data base and this is updated regularly.

All members of staff and volunteers have read, signed and understood the school's Behavioural policy.

The staff handbook includes guidance and policies for staff. In order to protect staff and ensure safe behaviour, staff are strongly recommended to read the following school policies:

- One to one contact with pupils
- Staff use of mobile phones (with cameras)
- Responsible use of social media

All staff, including peripatetic staff and volunteers, should take the greatest care not to put him or herself in a vulnerable position. Staff are not to abuse their position of trust (Sexual offences Act 2003) under any circumstances.

It is very important therefore to remember:

- To avoid physical contact with a pupil when angry and avoid unnecessary contact at other times.
- That no pupil is allowed to visit the private premises of a member of staff without specific permission from the Principal.
- Try not to be alone for long periods with individual children. If in a room, leave the door ajar.
- Those carrying out 1:1 tuition, such as music lessons and learning support should be particularly careful.
- Those transporting children in a car or minibus on a 1:1 basis should where at all possible ensure the child travels in the back, not sitting in the front with the driver.
- When applying First Aid to minor injuries or helping hurt/injured children ensure there are witnesses.
- Ensure that classes are not left unsupervised.
- Never engage in inappropriate electronic communication with a pupil
- Never form on-line relationships on social media sites with any current pupils or former pupils still in full-time education.
- Never think that accusations cannot happen.
- Never form inappropriate teacher/pupil relationships.
- Staff to report to the DSL if they are worried that an action could be misconstrued.

We ensure our foundation and advanced training attended meets the minimum standards set out by WSVPP in the document 'WSCB recommended minimum standards for child protection training' (soon to be altered to WSVPP recommended minimum standards).
Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our staff Behavioural policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Starcast Safeguarding and Child Protection Policy

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually, led by the DSL. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. This is either completed through the online training package Educare or by attending the advanced safeguarding course provided by Hampshire County Council. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Prevent

All staff receive Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Biennial staff appraisal

From January 2018, safeguarding forms a part of the staff biennial appraisal to ensure that staff are confident on safeguarding procedures and training.

Use of Technology whilst Learning Remotely.

Rules and Agreement Policy for Pupils, Parents and Staff

We recognise as a school that this is a unique way of working that all will adapt to over time. However, as there will be a heavy reliance on technology, it is important that we safeguard our pupils and staff. Below lists the agreement that will be made between staff, children and parents regarding the safe and appropriate use of technology during this time.

1. Ensure that your filtering system is robust and up to date.
2. Communication between staff and pupils should only take place through Zoom or via Starcast email. Communication should be written formally.
3. Parents, staff and children should under no circumstances film, record or photograph staff or other children when they are communicating over video link.
4. Video links between staff and individual pupils can take place with pupils able to see their teachers, and teachers able to see the children. Parents can request to opt out of this by informing the school office or their child's mentor/teacher.
5. During video meetings and lessons, all children, staff and parents should be fully dressed, wearing smart casual clothing. Behaviour expectations for children are the same as if they were in a school classroom.
6. All communication using video link or sharing a teaching video should be filmed with a neutral background and have no other tabs open on the home page. Video should not be filmed in bedrooms or bathrooms.
7. During Remote Learning pupils should maintain school rules as normal and comply with Kiri Golding's usual Code of Conduct.
8. Staff and pupils should not be on their mobile phones or other personal devices during online teaching and learning as would be the case within a school setting.

9. Communication between peers should be respectful and in accordance with the school's current Code of Conduct and E-safety Policy.
10. All live video conferencing lessons and mentor sessions, and the like, will be recorded in order to ensure safeguarding for children and staff.
11. Pupils should be aware that the use of webcams increases safeguarding concerns. When it is not strictly necessary to be visible, pupils should have their webcams switched off.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

What Staff Should Know and Do

1. 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. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. DSL will assist staff in completion of the relevant documentation, such as an Early Help Common Assessment Framework for Children and Young People.

EarlyHelp single point of contact at

Hampshire County Council

Call: 0300 555 1384

Contact: childrensresourceservice@southampton.gov.uk

2. Concern v Immediate Danger

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. There should be a discussion with the DSL and a course of action should be agreed upon, although any staff member can make a referral to children's social care.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

(Taken from KCSIE September 2020)

3. What constitutes child abuse?

'A child is considered to be abused or at risk of abuse when the basic needs of the child are not being met through acts of either commission or omission, leading to demonstrable harm or demonstrable likely harm'. NSPCC 1987 (adapted).

Abuse is a form of maltreatment of a child. It is paramount that at the first sign of any concern early help is sought. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others (eg. via the internet). They may be abused by an adult or adults or another child or children (see following paragraph and also the Anti-bullying policy). If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately via the MASH.

Peer on peer abuse - Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking,

shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff should be alert to the signs of abuse and neglect and it is generally accepted that there are four main forms of abuse which are not mutually exclusive. The following are signs and symptoms of abuse, although this is by no means a definitive list. Staff should also be aware of KCSIE 2019, the school policy on guidance on children who go missing, child sexual exploitation and female genital mutilation.

- a. Physical abuse – hitting, shaking, throwing, punching, suffocating, burning are all examples of physical abuse. These all lead to obvious injuries and perhaps illness, most commonly there is a delay in seeking help or medical attention. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. When questioned, victims may change their story. One must also be sensitive as any physical or external signs may also be as a result of an accidental injury.

Signs:

Physical Injuries –

- Multiple bruising.
- Cigarette burns.
- Bite marks.
- Black eyes.
- Double bruise (small) indicating a pinch.
- Injuries/bruising of an odd shape which may be caused by an object.
- Burns or scolds.
- Bruising in sites not easily injured.
- Frequent bruising.
- A hand mark may indicate a slap.
- An irregular bruise may indicate a punch or a knock.
- A bite mark, black eye, ear injuries, walking awkwardly may indicate a kick.

There may be other less obvious signs of physical abuse:

- Frozen watchfulness.
- Withdrawal from physical contact.
- Running away.
- Fear of returning home.
- Unusual lack of parental concern.
- Differing account of events.
- Injuries noticed by others and not reported by the family.
- High level of demand for investigations for symptoms which do not present physical signs.
- Delay or failure to seek medical attention.

All these will cause fear in the victim – fear towards certain people, fear towards certain places and fear about certain times of the day. The victim will not want to lose face.

b. Emotional Abuse – this is defined as being the persistent emotional ill-treatment of a child and is mainly verbal. Children are made to feel unloved, worthless or inadequate. Motivation can be racial and may consist of name calling.

There are a number of situations which may be associated with the emotional abuse of a child:

- Serious physical or psychiatric illness of a parent.
- Breakdown in parental relationships with chronic/bitter conflict over contact or residence.
- Major emotional rejection of a child and parental inability to perceive his or her needs without any objectivity.
- Major and repeated change in family circumstances.
- Parent drug and alcohol related addiction or involvement in serious deviant lifestyle.

Signs:

- A child is usually unresponsive or distant and withdrawn
 - Notice persistent negative comments
 - The child seeks adult company and solace a lot
 - Difficulty in communicating and establishing relationships
 - Low self-esteem
 - Not friendly with peers and vice-versa. Children who are victims of emotional abuse don't want to be different and find rejection very hard.
 - Running away
 - Fear of returning home
 - A high level of demand for investigations for symptoms which do not present physical signs
- c. Sexual Abuse – this is defined as being forcing or enticing a child to take part in a sexual activity whether or not the child is aware of what is happening. This includes contact or forcing a child into an indecent or inappropriate act or viewing pornographic material. Signs of this form of abuse are often hard to detect but may include excessive shyness in bathrooms, prolonged depressed demeanour and the inflicting of self-harm. Many victims self-harm at some stage. Also note extreme variations in behaviour. It should be noted that sexual abuse can take place between peers or through different age groups within the school as well as being the victims of adults.
- Under the Sexual Offences Act 2003 the following are illegal:
- Downloading Child Pornography.
 - Sexual grooming via the internet.
 - For a person in a position of trust to engage in a relationship with a young person under the age of 18.

Child Sexual exploitation and Child Criminal Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of 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;
- Children who regularly miss school or education or do not take part in education

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. e.g. involvement with county lines.

d. Neglect – a persistent failure to meet a child's basic physical and psychological needs: adequate food – shelter – clothes - protection from physical harm - inappropriately supervised – excluded - ignored. This is difficult to see as there will not always be outward physical signs. Some

telling signs are:

- Growth failure (particularly poor weight gain).
- Developmental delay (language, motor skills, social skills)
- Inappropriate clothing for the time of year.
- Poor general physical appearance
- Poor hygiene or sudden drop in weight
- Lacking self-esteem
- Extremes of behaviour
- Aimless
- Social skills are not good. A victim of neglect fears being rejected and failing.

e. Peer-on-peer Abuse

Keeping Children Safe in Education (KCSIE), 2020 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Consequently, it is dealt with as a safeguarding concern and not managed through the systems set out in the school behaviour policy.

Abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2020). It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. This is particularly the case during remote teaching. Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (please see Anti-Bullying Policy for further details).

Allegations of abuse by one or more pupils of another pupil will be treated in an equivalent manner to other abuse. During a preliminary investigation, it may be necessary temporarily to exclude some pupils, without prejudice. In the first instance concerns should be discussed with the DSL.

Types of peer-on-peer abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

i) Physical abuse This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

ii) Sexual violence and sexual harassment This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018.

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. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

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
- Upskirting: typically involves 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. Upskirting is a criminal offence. A person of any gender can be a victim. (Voyeurism Offences Act, 2019)

iii) Bullying

iv) Online bullying

v) Sexting

The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents. Further details on sexting can be found by clicking [here](#).

vi) Prejudiced behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Kiri Golding has a clear bullying policy which is reviewed and updated on a regular basis. All allegations of peer on peer abuse are recorded in the bullying register and investigated and dealt with.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a ‘blame’ culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

All of our pupils have a right to attend lessons and learn in a safe environment.

Any areas of the school which are identified as possible areas where bullying may occur are supervised carefully.

FGM

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. If staff have a concern they should activate local safeguarding procedures, contacting MASH in the first instance. Staff at Starcast need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

There is a range of potential indicators that a girl may be at risk of FGM. For warning signs that FGM may be about to take place, or may have already taken place, staff need to refer to pages 16-17 of the Multi-Agency Practice Guidelines. Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the designated safeguarding lead or a deputy immediately.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse. Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel program or to the MASH. The Prevent officer is responsible for Prevent education via assemblies and group forums.

Provision has been made in the school risk assessment procedures to ascertain the level of risk for our specific surroundings and pupil intake and to identify any children who might be at risk from radical views, whether political or religious. This is updated termly.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Any visiting speakers invited to the school are vetted to make sure they are suitable to speak to the pupils and are accompanied by a member of staff throughout their visit.

Individual children who may be at risk can be identified in all areas of school life, for example as a result of a discussion with tutors or house parents, but particular lessons which encourage discussions such as Strive and PSHCE may lend themselves more to enabling this identification. Staff need to be aware that radicalisation includes far right political views as well as extreme religious views being shared. Any concerns which arise must be referred to ABS, NMB, PDH or TCW.

The school ensures that visiting speakers and preachers are always accompanied by a member of staff in order to ensure that they do not share or promote any radical views with the pupils. Background checks are carried out prior to their visit and they are required to provide details on their lectures in advance.

Resilience to radicalisation is built through the promotion of fundamental British values at Starcast they are reflected in the general ethos of the school and daily life. Citizenship is highly valued at Starcast and the senior pupils have many opportunities to participate in community projects locally. The school implements a zero-tolerance policy on the use of discriminatory and derogatory language. Positive behaviour in the school society is promoted at every opportunity.

The school has robust filters in place which ensure that children are safe from terrorist and extremist material when accessing the internet. These filters are updated regularly. The school ensures that staff are regularly updated on any further measures that might be introduced to prevent the spread of radicalisation as well as regular pointers on how to identify possible issues and children in the school who might be at risk. All teaching staff are trained in Prevent training.

Further cross referencing can be made with the following school policies:

- IT Policy
- Starcast Prevent Policy
- Anti-bullying Policy
- Children missing from the school
- Whistleblowing policy
- Safer Recruitment

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSIE 2020.

At Starcast, we scrutinise all applications for paid or voluntary posts.

We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSIE, have been carried out or certificates obtained.

The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

Behavioural policy

Kiri Golding Theatre Arts has a mandatory Behavioural policy that sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors are met by a member of staff at the front door and are asked to sign-in by using the sheet in the foyer. Any visitor who has not been DBS checked is supplied with a red visitor lanyard. This indicates that they are required to be accompanied by a member of Starcast staff at all times.

Part-time members of staff, such as peripatetic teachers, dance teachers and LAMDA teachers have their own blue lanyards which are individually named.

Scheduled visitors in a professional role (e.g fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

External Contractors

Contractors who visit the school regularly are DBS checked. Kiri Golding Theatre Arts has a policy, containing safeguarding information, for contractors which is kept in the maintenance department. Contractors are required to read through and understand this policy. They are able to work unaccompanied and are provided with a yellow lanyard.

Contractors who visit Starcast occasionally are not required to be DBS checked but they are accompanied on the school grounds at all times, wearing a red lanyard.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate

behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Kiri Golding Theatre Arts, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL consults the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2019) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSIE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues.

Responding to concerns/disclosures of abuse

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2)

All staff record any concern about a pupil, or disclosure by a pupil of abuse or neglect, using 3sys (the digital safeguarding module of the MIS school platform). If it is a Child Protection concern then it is the responsibility of each adult in school to ensure that the D/DSL receives the alert on 3sys without delay (the email address Kiri@kirigolding.co.uk can be used to draw the alert to D/DSL's attention) and follows this up with a face-to-face conversation. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education (CME)

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or

- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team as appropriate. Where there are welfare concerns about a pupil we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service when a pupil:

- Has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days (or fewer where there are concerns about the welfare of a pupil)
 - Has left school suddenly and the destination is unknown or
- Has not taken up an allocated school place as expected.

At this point the pupil should be considered as being CME and the appropriate paperwork is then completed.

Contact:

Children Missing Education officer: 023 8083 3666

Email: childrenmissingeducation@southampton.gov.uk

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the appropriate teachers to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills. Extra pastoral support is provided for these children.

Children with Additional Needs

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect. Communication difficulties as well as isolation can affect a disabled child's ability to recognise and understand that they are being abused as well as their ability to access help and support. They can also misunderstand non-abusive situations as being unsafe and will need specific support with this. Support for children with additional needs is focussed on meeting the needs relating to the child's disability and staff must ensure this doesn't override the child's wider needs, including safeguarding. Extra pastoral support is provided for these children.

Pupils

Children often tell other children or young adults (Gaps) rather than staff and adults about abuse. Deacons are made aware of how to respond if they are told of abuse or suspect abuse:

- Deacon's guide
- Frequent discussions with ABS or TCW

Contact with Children's Social Care

If as a result of discussion, the DSL decides that a referral to the Children's Social Care is necessary, this will take place immediately. If the member of staff reporting suspicions remains unsatisfied by a decision not to act by the DSL, he or she may report concerns directly to the

Children's Social Care Team at Wiltshire County Council. He or she will be considered to have acted as a responsible citizen and will not be held accountable for undermining a school decision. If you are worried that a child is being abused or neglected contact the Children's Social Care

After care

It is likely that, however well the problem is dealt with, there will be an aftermath. The victim is likely to be sensitive, find it difficult to concentrate and have a negative self-image for a certain time. Kiri Golding has always had a certain amount of success at being able to build up fragile personalities and here are a few tips for doing this:

- Build up personal esteem by encouraging good deeds however small.
- Establishing the "protective culture".
- Maintain child/teacher communication. Always follow up on a case.
- Help other children to understand what has happened so that they can help as well – collective responsibility helps a great deal in a community such as this.
- Help children protect themselves. It is always important to arm children with the necessary psychological tools with which to battle abuse.
- Train staff and volunteers to observe and listen. It is important that there are regular updates during the morning staff meeting and that staff are sent on courses. The training that occurs before the start of each term occasionally has visiting speakers to help the staff with listening and helping victims.
- Any child who may experience personal difficulties may have a "personal tutor". This is a member of staff who is chosen by the pupil to meet once/twice per week to discuss issues.

Monitoring of Children on the CP Register

The decision to formally monitor a child whose name is on the CP Register or for a child who is a lower-level concern is taken by the DSL. Information where appropriate will be passed to staff at the Daily Briefing and/or by updates provided after Pastoral Care Meetings.

Transfer of CP Files to Next School

CP files must be transferred securely and a receipt must be obtained from the next school.

Off site visits and exchange visits

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Record keeping and information sharing

The school will:

- Keep clear records of all pupil safeguarding and child protection concerns, using the digital safeguarding module, including actions taken and outcomes as appropriate.
- Ensure all pupil safeguarding and child protection records logged are kept securely in a locked location.
- Ensure that all records are stored electronically on 3sys and viewing of these concerns is restricted to DSL and DDSs.
- Ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the local authority's Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case. The DSL will weigh up the risk of sharing information with the risk of not sharing and any decision will be recorded. The DSL does not need to gain the consent of the child or parents if the child's safety is at stake.

The Data Protection Act of 1998 and the Human Rights Act are not barriers to sharing information where the failure to do so would place the child at risk.

The key principles are that information shared is:

- Necessary
- Proportionate • Relevant
- Accurate
- Adequate
- Timely
- Secure

(refer to document **Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018** for further advice)

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to

a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Hampshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice.

Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the WSCB escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our staff handbook, are in place for such concerns to be raised with the Principal.

If a staff member feels unable to raise an issue with the Headmaster or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline

Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

Managing allegations against adults

Starcast follows the procedures set out in the Hampshire's Safeguarding Children's Board - Allegations Management Policy.

If a staff member has concerns about another staff member or volunteer they report this immediately using the procedure described in 'Allegations against adults' flowchart.

All staff must remember that the welfare of a child is paramount and must not delay raising

concerns by a report could jeopardise their colleague's career.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, all allegations must be reported to the Head teacher immediately. Any concern which involves the possibility of physical, emotional or sexual abuse will always be referred to Hampshire's Designated Officer for Allegations (DOFA) and their advice taken.

Guidance contained within KCSIE 2020 should be followed where it is alleged that anyone working in the school, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If child protection procedures are needed, an investigation will be carried out by Children's Social Care and the Police. The DSL and School Governors must not carry out investigations themselves.

If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority for the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Allegations against Staff and Adults

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If the allegation concerns the Head then the concern must be reported to Kiri Golding.

It is quite likely that during investigation the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. There is a full and comprehensive explanation of this in the policies file.

Alternative accommodation for resident staff may be sought pending an investigation of a child protection nature.

Kiri Golding Theatre Arts will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Principal and, if appropriate, the Founder.

The school will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should refer to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Record Keeping of an Allegation of Abuse by a Member of Staff

Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved and a note of any action taken and decisions reached will be retained on the confidential personnel file of the accused and a copy provided to the person concerned.

The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Proven abuse of children by a member of staff will result in disciplinary action and most probably instant dismissal. The school recognises that it has a legal requirement to refer to the Disclosure and Barring Service any person in a regulated activity who has been dismissed or removed due to

safeguarding concerns, or would have been had they not resigned, within one month of leaving Kiri Golding Theatre Arts, (regardless of whether the person concerned was an employee or volunteer), and placed automatically on the DBS barred lists as someone unsuitable to be employed in a school of any type.

This will apply to those who resign as well as those who are dismissed. The school recognises it has a duty to respond to requests from the ISADBS for information they hold already and not have to find it from other sources. In cases of serious harm, the police will be involved from the outset.

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, 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.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
Guidance for Safer Working Practice for those working with children and young people in education settings, May 2019 (Safer Recruitment Consortium)