



## **Kimbolton School Safeguarding Policy**

### **1. Commitment to safeguarding**

1.1. Kimbolton School is dedicated to safeguarding and promoting the welfare of its boarding and day pupils, regardless of age, ability, race, culture, religion, sexuality or class. Safeguarding is integrated into the School ethos. It is the duty of all members of staff including full-time, part-time and volunteers, both teaching and support, to play an active role in ensuring the safety and promoting the welfare of the children in the School's care. Safeguarding is everyone's responsibility.

### **2. Other relevant documents**

2.1. This policy should be read in conjunction with Kimbolton School's

- Bullying Policy,
- Safe Recruitment Policy (Appendix 1),
- Whistleblowing Policy (Appendix 7),
- Staff Code of Conduct (Appendix 8),
- E-Safety Policy (Appendix 9),
- Senior School Behaviour Policy (Appendix 11),
- Preparatory School Behaviour Policy (Appendix 12),

2.2. Kimbolton School adheres to the content and requirements of 'Keeping Children Safe in Education' September 2018 (KCSIE), *What to do if you're worried a child is being abused: Advice for practitioners* (March, 2015) and 'Working Together To Safeguard Children' 2018 (WTTSC). This policy also applies to children within the Early Years Foundation Stage (EYFS) setting.

### **3. Responsibilities**

#### *Governors*

3.1. The Chairman of Governors and the Governing Body are responsible for overseeing all aspects of Safeguarding in the School. The Governing Body receives annual feedback of the School's Safeguarding policies and procedures (at the Summer Term Full Board meeting) and of the efficiency with which the related duties have been discharged. Mr Simon Page is the Governor, via the Clerk to the Governors (01480 862222), with specific responsibility for Safeguarding and Terms of Reference for this role are attached (Appendix 7). The Board of Governors annually approves this policy.

#### *Designated Safeguarding Leads*

3.2. Alongside the Headmaster, the following people have specific responsibility for Safeguarding matters at the School:



#### Designated Safeguarding Leads:

- Mrs Ceri Stokes, Assistant Head (Designated Safeguarding Lead) – Senior School : 01480 862041 (cas@kimbolton.cambs.sch.uk)
- Mr Oliver Stokes, Senior Deputy Head (Prep) – Prep School: 01480 862062 (os@kimbolton.cambs.sch.uk)

The following have also received appropriate Designated Person Safeguarding training

- Mr Mark Eddon, Senior Deputy Head: 01480 862202 ([mje@kimbolton.cambs.sch.uk](mailto:mje@kimbolton.cambs.sch.uk))
- Mr Matthew Gilbert, Director of Sport: 01480 862248 ([msg@kimbolton.cambs.sch.uk](mailto:msg@kimbolton.cambs.sch.uk))
- Mr Edward Valletta, Bursar: 01480 862222 ([efpv@kimbolton.cambs.sch.uk](mailto:efpv@kimbolton.cambs.sch.uk))
- Mr Jeff Garland: ([jrkg@kimbolton.cambs.sch.uk](mailto:jrkg@kimbolton.cambs.sch.uk))
- Mr Phil Foley, Head of Prep School: 01480 862261 ([jpf2@kimbolton.cambs.sch.uk](mailto:jpf2@kimbolton.cambs.sch.uk))
- Mrs Laura Collins, Head of Lower Prep (Designated DSP for EYFS) : 01480 862064 ([lkc@kimbolton.cambs.sch.uk](mailto:lkc@kimbolton.cambs.sch.uk))
- See Appendix 10
- In exceptional circumstances where no DSL or the Headmaster is available, appropriate action should not be delayed, as all staff should be aware of how to make a referral.

3.3. The broad areas of responsibility for the Designated Safeguarding Leads are set out in Appendix 2 (which reflects the role description for a DSL set out in Annexe B in KCSIE Sept 2018). The DSLs are entirely independent of the School's leadership team in all safeguarding matters. Whilst the DSL will discuss matter with the Headmaster (unless the matter relates to the Headmaster), in the first instance, the DSL has the freedom of action to involve external agencies. All of the DSP team have access to professional consultations with staff working in the Multi-Agency Safeguarding Hub (MASH). The DSLs and DSPs meet termly to discuss safeguarding arrangements in the School with an Agenda and minutes.

#### *All Staff*

3.4. All members of staff are expected to be aware of and follow the Safeguarding procedures. All staff working for and on behalf of the School (including temporary staff and regular volunteers) are issued with the following documents on appointment and are required to read them (after which they sign to confirm that they have read and understood the content):

- 'Keeping Children Safe in Education' Part 1 (DfE September 2018) and whenever updated
- All staff who come into contact with pupils will read Annexe A of KCSIE
- the School's Safeguarding Policy including all appendices
- the Safeguarding Code of Conduct for Staff
- the School Bullying Policy
- the School Parental Complaints Procedure (Senior/Prep)
- the School E-Safety Policy
- the School Staff Safe Use of ICT Agreement

#### *Contractors*

3.5. Contractors will be issued with the above as appropriate to the site requirements and pupil contact level.



### *Other organisations*

- 3.6. When pupils are supervised or instructed by staff of another organisation off-site (e.g. CCF leadership training), risk assessments will include verification that such staff have been **adequately trained and fully checked**. In most cases, off-site staff will be accompanied by Kimbolton staff.

### *Pupils*

- 3.7. Senior pupils receive guidelines on Safeguarding procedures as part of prefect and mentor training. The School has a Bullying Policy and Anti-Cyber Bullying Policy which, as noted, is to be read in conjunction with this Policy. A list of contact details is available to all pupils in case of problems or distress and can be found on the intranet, Moodle, at the Health Centre and on posters around the site. All pupils have ipads and can access these details via the Safeguarding App. In addition, these details are to be found on page 3 of the termly Calendar which pupils carry with them.

## **4. Safer Recruitment**

- 4.1. The School operates Safer Recruitment procedures (Appendix 1), which covers pre-appointment checks for all staff and governors working for or on behalf of the School (including volunteers, contractors and organisations that work with our pupils). At least one member of School recruitment panels has had Safer Recruitment Training. (Staff who have completed the Safer Recruitment training are recorded on the Single Central Register). The School follows procedures set out in Part Three and Four of KCSIE 2018.

## **5. Training**

- 5.1. All staff, including the Headmaster and volunteers, have Safeguarding training during induction. Safeguarding training is refreshed at least once every two years with ongoing interim updates as appropriate in accordance with the requirements of the LSCB. Formal training takes place every two years with informal updates as required, but at least annually. The DSLs and the Governor responsible for Safeguarding receive updated safeguarding training at least once every two years which is in accordance with locally agreed procedures. In the absence of one of the above DSLs, their role will be taken by one of the other six DSP.
- 5.2. In particular, staff need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality. Staff should read the above documents together with “What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015). Temporary voluntary staff are made aware of these arrangements. Staff are trained so that they are confident about:
- the School’s legislative responsibility
  - their personal responsibility
  - the School’s policies and procedures
  - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation (FGM) (and their reporting duty, Oct 2015) and radicalisation
  - the need to record concerns



- how to support and respond to a child who tells of abuse
- Prevent Duty and the Channel Programme (as outlined in KCSIE September 2018)

## **6. Additional Support**

6.1. We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board “Inter-Agency Procedures”. A copy of these procedures can be found on the LSCB website: [www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/](http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/)

Concerns about children who are in need of additional support from one or more agencies are dealt with via inter-agency assessment using local processes, including the use of the Early Help Assessment Framework and the ‘Think Family’ approach. The School works closely with the local children’s mental health services (CAMHS). Cambridgeshire Children’s Services Early Help is focussed on the Think Family approach which requires all agencies to consider the needs of the whole family when working with individual members of it. It encourages a broader view of need than normally adopted. To ‘Think Family’ is to understand that children’s problems do not sit in isolation from their parents, and that parents’ problems impact on their children. This approach ensures that all family members are able to get the support they need, at the right time, to help their children achieve good outcomes. An Early Help Assessment (EHA) is normally required to gather the information.

6.2. The inculcation of resilience-building measures forms part of the fabric of the School’s curricular and extra-curricular programme. The principles of early intervention and the institution of appropriate support structures and ongoing monitoring and review are key to ensuring that children receive the right help at the right time to address risks and prevent issues escalating. Any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

6.3. The School supports pupils through:

- A positive ethos
- Strong pastoral system
- School policies
- Liaison with other agencies
- Support relationships with parents/carers
- Awareness of/and educating staff of particular safeguarding issues such as FGM, Child Sexual Exploitation (CSE) and prevention of radicalisation
- Confidential support offered in the Health Centre and via School Counsellors

## **7. Significant Harm**

7.1. If members of School staff (including volunteers) have concerns about a child, they must raise these with one of the Designated Safeguarding Leads in the first instance by completing a referral on the Child Protection Monitoring System (CPOMS). The Designated Safeguarding Lead will record the concerns and decide whether to make a referral to Children’s Social Care in accordance with the procedures outlined in this policy. Staff are aware they can make a referral direct to the Early Help Hub EHH (01480 376666) or Multi-Agency Safeguarding Hub (MASH) 03560 451362. If staff refer directly, they should inform the DSL as soon as possible thereafter.

7.2. Children’s Social Care can be contacted via MASH on 0345 045 1362. The website for the Cambridgeshire Local Children’s Safeguarding Board [www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/](http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/) Referrals can also be made via the NSPCC website, [www.nspcc.org.uk](http://www.nspcc.org.uk)



- 7.3. If a child is in immediate danger or left alone, the police should be contacted directly on 999 and an ambulance called (999) where there is need of medical assistance. 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 immediately. Anyone can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.
- 7.4. If a child and/or parent refuses Early Help, the DSL would refer and seek advice from the MASH.
- 7.5. Staff are aware of the LSCB referral thresholds through their training and their role in the early help procedure and the process for making referrals to Children's Social Care.

## **8. Abuse and Neglect**

- 8.1. There are four main categories of abuse that children may suffer:
- Physical abuse
  - Emotional abuse
  - Sexual Abuse
  - Neglect
- 8.2. Although abuse is rarely a standalone issue, examples of these types of abuse and possible indicators of abuse are set out at Appendix 3. Child abuse includes abuse of a pupil by a staff member or other adult, abuse at home, abuse by a stranger outside school, and abuse of one pupil by another pupil.
- 8.3. Any staff member working for or on behalf of the School (including volunteers) with whom a concern about child abuse or neglect is raised or who knows or suspects any abuse should:
- 8.3.1. Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do **not** ask closed questions like 'Did s/he do x to you?', using instead a minimum number of open questions of the 'Tell me what has happened' type).
- 8.3.2. Stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else. Do not investigate what has been said or react to the information you have been given.
- 8.3.3. Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow up the matter (these will include the specialist social worker, and that worker may need to involve the police).



- 8.3.4. Ask the informing pupil or adult what steps they would like to be taken to protect them now that they have made an allegation, and assure them that the School will try to follow their wishes. Do not, however, promise confidentiality.
- 8.3.5. Refer the matter as soon as possible and in any event the same day, with all relevant details, to the Designated Safeguarding Lead (if the concern does not relate to a member of staff). Where the concern relates to a member of staff or volunteer, the Designated Safeguarding Lead will involve the Headmaster or the Governor with specific responsibility for Child Protection, Mr Simon Page (if the concern relates to the Headmaster).
- 8.3.6. If this cannot be done, the staff member him/herself should contact the Social Services Local Area Designated Officer (LADO) on (01223 727967). The NSPCC has a general advice line for Whistleblowing and staff can access this via their iPad app.
- 8.3.7. Make a handwritten record as soon as possible of what they have been told, using the child or adult's words as far as possible, and any response given. This should be given to the DSL or Headmaster as soon as possible. All notes will be securely stored by the DSL and should not be retained by the staff member, thus ensuring confidentiality is maintained.

## **9. Next Steps**

- 9.1. On being made aware of a concern that a member of staff has or may have: (i) harmed a child; (ii) possibly committed a criminal offence relating to a child; and/or (iii) behaved in a way that indicated (s)he would pose a risk of harm to children, the Designated Safeguarding Lead, Headmaster or Governor with specific responsibility for Safeguarding, should:
  - 9.1.1. Take any steps needed to protect any pupil involved from risk of immediate harm. This may involve contacting the emergency services (if needed) and/or allocating an appropriate member of staff to stay with the child.
  - 9.1.2. Refer the matter as soon as possible and in any event within one working day to the Local Authority Designated Officer (LADO). He/she should speak personally to the LADO and not rely on leaving a message.
  - 9.1.3. Where the School has 'low level' concerns about a member of staff that do not meet the criteria for referral to the LADO, these will usually be discussed by the Headmaster or Governor with Responsibility for Safeguarding with the LADO in the first instance. It may be appropriate for the School to conduct an initial investigation in these circumstances and to revert to the LADO and/or Children's Services before taking disciplinary action (if appropriate). The School will not investigate any allegation or concern without first consulting the LADO.
  - 9.1.4. Consult the LADO (or officer deputising for him/her) and follow his/her advice about contacting parents, other staff, police, doctor or alleged perpetrator or witnesses direct. Agree with the LADO (or officer deputising) any necessary next steps in relation to:
    - Informing a pupil's parents (if appropriate – see "Confidentiality" below).



- Medical examination or treatment for the pupil.
  - Immediate protection for any pupil
  - Informing other appropriate people at the School (including any other members of staff) and any placing authority of the allegation and its investigation if appropriate.
- 9.1.5. Contacting the LADO will initiate an independent investigation if this proves to be necessary, and the LADO will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of the agencies who may need to be involved, together with the School. Investigations into allegations of child abuse are always externally managed.
- 9.1.6. Inform the pupil or adult who raised the initial concern of what the next steps are to be, having agreed these with the LADO.
- 9.1.7. The Headmaster or Governor with Responsibility for Safeguarding will consider the facts carefully and review all options (e.g. redeployment of the member of staff) before making any decision to suspend an employee (pending investigation) who is alleged to have abused a child or otherwise breached the School's Code of Conduct in relation to safeguarding. The Headmaster will usually consult the LADO before deciding to suspend a member of staff. If a member of the boarding staff is suspended, they will have to vacate their lodgings and find accommodation away from the School.
- 9.1.8. Take any necessary steps for the longer term protection and support of any child or adult who has suffered, reported or perpetrated abuse. This may involve counselling, pastoral support, having a member of staff as a companion for a police interview (if appropriate) and the potential for a leave of absence.
- 9.1.9. Notify the LADO of the action taken, as soon as possible. Fulfil obligations to notify the Disclosure and Barring Service (DBS) and, if appropriate, the TRA. Ensure cooperation and information sharing by and with the School in any subsequent investigation by the Children and Young People's Services or police.

## **10. Confidentiality**

- 10.1. The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. For more information, refer to Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018). Adults at the School should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should, however, confirm that they will:
- 10.1.1. only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem;
  - 10.1.2. never tell anyone who does not have a clear 'need to know'; and
  - 10.1.3. take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress as a result of concerns being raised.



- 10.2. In the event of an allegation, parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or Children's Social Care services need to be involved, the DSL, Headmaster or Governor with Responsibility for Safeguarding should not do this until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.
- 10.3. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any internal disciplinary process. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations against teachers.
- 10.4. Staff must not publicly speculate about any allegation of (or hint of) a criminal offence by any current or former employee of the School and must not respond to any request from the media, pupils, parents or the public for statements, either written or verbal. Any such requests must be directed to the Headmaster, or in his absence, the Senior Deputy Head.

## **11. Disclosure and Barring Service (DBS) / Teaching Regulation Agency (TRA) referrals**

### 11.1. Where:

- 11.1.1. a member of staff, volunteer or contractor is dismissed or resigns or is otherwise removed from a regulated activity with children; and
- 11.1.2. The School considers that the person has or may have harmed a child, poses a risk of harm to children or otherwise meets the Disclosure and Barring Service (DBS) referral criteria, the School will be under a legal duty to refer the case to the DBS and will do so. Failure to refer a case is a criminal offence.

### 11.2. Where:

- 11.2.1. the School dismisses or ceases to use the services of a teacher (or would have done if the teacher had not already resigned); and
- 11.2.2. the School considers that the teacher is guilty of serious professional misconduct, the School will consider whether to refer the case to the TRA. If the School decides that a referral is not necessary, then the rationale for this decision should be recorded and retained by the School in the event that the TRA request the information.

## **12. Specific Matters**

### *Prevent*

- 12.1. Mrs Ceri Stokes and Mr Oliver Stokes are trained in Prevent awareness and all concerns about radicalisation would be referred to the Channel Programme. In addition, following the Prevent Duty (Summer 2015), staff are aware of their duties with regard to visiting speakers proselytising a message counter to the School's safeguarding procedures. DBS risk assessments are completed for



situations like this, reviewing the possibility ( however unlikely) that visiting speaker may left alone with pupils, and staff will intervene if appropriate.

- 12.2. Advice and support in relation to extremism and radicalisation are available through the normal safeguarding referral system which is where Prevent referrals should also be directed (contact 0345 045 1362 or [MASH.C&F@cambridgeshire.gcsx.gov.uk](mailto:MASH.C&F@cambridgeshire.gcsx.gov.uk) )

#### *E-Safety and ICT*

- 12.3. It is the duty of the ICT staff to ensure that Internet access and electronic communication is as safe as possible. The E-Safety Officer and DSL has responsibility for educating staff and pupils in the best safe practice in electronic communication. (The Ingrams E-Safety Officer has particular responsibility for the 1<sup>st</sup> and 2<sup>nd</sup> Forms and e-safety is covered at the Preparatory School as part of the PSHE teaching). This includes the importance of pupils safeguarding themselves against grooming. Staff are trained to notice warning signs where this might be taking place. The School operates a filtering system to ensure that pupils are safe when accessing the internet (See Appendix 9, which includes information about Sexting / YPSI).

#### *Children Missing from Education*

- 12.4. Tutors follow the Missing Child Policy for pupils missing. If there are repeat occasions or any safeguarding concerns, the DSL will be informed. Specific cause for concern pupils are highlighted and direct communication will be made with the DSL. Pupils who regularly miss education are considered vulnerable and staff should be aware of the potential of safeguarding issues, especially low MH, FGM, CSE and involvement with drugs. Where possible, School will have two emergency contact details for each child. The DSL will contact EHH for advice if a pupils attendance falls below 70% for any safeguarding or wellbeing reason. Kimbolton School will inform their local authority of any pupil who is absent for 10 days or more without permission and/or who is going to be deleted from the admission register for any of the reasons highlighted in the KCSIE September 2018. The school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance. Governors are responsible for ensuring that the School has an appropriate Safeguarding response to Children who go missing from education. The Headmaster is delegated to inform both the LEA and the Chairman of Governors when such incidents occur.

#### *Mobile Phones and Photos*

- 12.5. Mobile phones may not be used in EYFS, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras/iPads only. If any parents have not given permission for their children's photos to be published, staff must respect this decision and ensure they do not place such photos on the School website or any other publication without first contacting the parents. In such circumstances, the School's PR and Communications Manager, who holds the permission details, must be contacted.



### *Site Security*

- 12.6. The School will take all practical steps to ensure that School premises are as secure as circumstances permit. Where services or activities are provided by an external organisation using the School's facilities and premises, assurances will be sought that the organisation concerned has appropriate safeguarding and CP procedures in place.
- 12.7. A visitor's book is kept at Reception in the Senior School and Preparatory School. All visitors/contractors are required to sign in on arrival and sign out on departure and will be escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors/contractors are required to provide proof of ID. In addition, all volunteers/contractors are given a colour-coded name badge/signage with the title 'Visitor/Contractor' which must be clearly worn at all time. Safeguarding issues are clearly highlighted on the back of the badges.

### *Allegations of historic or non-recent abuse*

- 12.8. If any allegations of historic or non-recent abuse are brought to the attention of the School, these will be forwarded to the police.

### *Female genital mutilation (FGM)*

- 12.9. Where a member of staff believes that a child has undergone any so called honour-based violence including, breast ironing, forced marriage and FGM, this must be reported to police. This is a legal obligation. Contact details for the police are through the normal safeguarding referral system on 0345 045 1362 or 01733 234724 or [MASH.C&F@cambridgeshire.gcsx.gov.uk](mailto:MASH.C&F@cambridgeshire.gcsx.gov.uk) It may also be appropriate for a referral to be made to the Designated Safeguarding Lead who will contact Cambridgeshire Social Services. Cases where a member of staff believes that a child may be at risk of FGM, will also be dealt with in this way.

### *Peer to peer abuse*

- 12.10. Kimbolton School does not accept or condone any peer on peer abuse, including sexual violence and harassment, bullying for any reason, including on grounds of race, religion, gender, SEN, sexual identity, G&T, social economic, politics, or just for being different. The school will therefore
- create a whole school protective ethos in which peer on peer abuse will not be tolerated.
  - Include within the curriculum, information and materials that support children in keeping themselves safe from abuse.
  - Provide high quality Relationship and Sex Education ( RSE) including teaching about consent. Where staff are concerned that one pupil may be abusing (including sexual harassment or bullying) another, this should be reported to the Designated Safeguarding Lead, who will inform Social Services and, if appropriate, the police. Sexual Violence and Harassment includes any act or act targeting a person's sexuality, gender identity or gender expression. This includes threatening or attempted acts against a person, including stalking, indecent language or images and sexual exploitation. For extra information, refer to "Sexual Violence and sexual harassment between children in schools" Dec 2017.
- 12.11. If, from the information gathered, a young person is at risk of significant harm, then a safeguarding referral will be made immediately. Where a crime has been committed, the police will also be involved. If this is the case, then they will inform us of our next steps. Important points to be



considered include: age of the young people involved and the age difference between those involved, what the child's understanding is of what has occurred, has the behaviour been repeated to an individual, or by an individual, and could it therefore be considered persistent. If, after considering these points, it is unclear how best to support the child, then advice will be requested via the normal routes. Each case will be judged individually and advice will be sought from independent agencies as to how best support the victim, perpetrators and any other child affected. KimboltoS school will always work in the best interest of the child and will consider if it is best to either: manage internally, submit an EHA, refer to LSCB, or report to the police.

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

### **Child Sexual Exploitation (CSE) and Children at Risk of Criminal Exploitation**

12.13 Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Cases where a member of staff believes that a pupil is being groomed will follow the normal safeguarding procedures.

12.14 Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

### **Children at Risk: Young Carers/ Looked after Children / SEN / Children who have family members in Prison**

12.15 The safeguarding team will monitor students with specific challenges, such as Young Carers, sharing information with agencies for the benefit of the child. This includes when they leave the school. Students who fall into this category are more susceptible to abuse and bullying. Staff should be aware of this. The DSL will have the details of the local personal advisor appointed to the care leaver and will maintain contact.

12.16 The School will work with the family and child to minimise the risk of the child not achieving their full potential.

## **13. Monitoring**

13.1. Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Lead. Where an incident involved a member of staff, the Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

13.2. The Headmaster and SLT (including DSL) will monitor and evaluate, with Governors, in particular the Nominated Safeguarding Prevent Governor, the effectiveness of the Safeguarding and Child



Protection Policy on an annual basis. The Safeguarding and Child Protection Policy will be subject to review annually (or sooner if Statutory Guidance requires).

- 13.3. This Policy is considered a 'live' document and will be updated as statutory guidance is released and reviewed annually.

**Reviewed: September 2018**  
**Headmaster**

- Appendix 1: Safe Recruitment Policy**
- Appendix 2: The Broad Areas of Responsibility for the Designated Safeguarding Leads**
- Appendix 3: Child Protection Policy**
- Appendix 4: Good Mental Health**
- Appendix 5: Policy for Teachers dealing with DSI (Direct Self-Injury) and severe cases of NDSI (Non-Direct)**
- Appendix 6: Whistle Blowing Policy**
- Appendix 7: Terms of Reference for Nominated Safeguarding Prevent Governor**
- Appendix 8: Staff Code of Conduct**
- Appendix 9: E-Safety Policy**
- Appendix 10: DSL Picture Flowchart**
- Appendix 11: Senior School Behaviour Policy**
- Appendix 12: Preparatory School Behaviour Policy**



## **Appendix 1:**



### **Safe Recruitment Policy - Teachers and Support Staff**

The School recognises that an important element in safeguarding our pupils is a robust recruitment process that incorporates measures to deter, reject, or identify people who might abuse children, or who are otherwise unsuited to work with them. In addition, recent government guidance, “Safeguarding Children – Keeping Children Safe in Education Sept 2018, specifically Part 3”, as well as specific guidance from the National Minimum Standards for Boarding Schools, help to form the basis of school policy.

#### **Once a vacancy has been identified**

This policy is governed by the School’s principles of non-discrimination and is designed to achieve the best match between an individual’s knowledge, skills, experience and character against the requirements of the vacant position whilst recognising the need for flexibility to respond to changing conditions.

The School will not unlawfully discriminate (including in fulfilling its Prevent Duty obligations) on the grounds of gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, colour, nationality, ethnic or national origin, disability or age, trade union membership, part-time or fixed term status and any criminal cautions or convictions.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

Before the vacancy is advertised, the Headmaster (or Bursar in the case of support staff) will oversee the preparation of a job, role and person specification which will set out boundaries and expectations of the role including a statement of responsibility and requirements for safeguarding. A timetable for advertising, selection and gathering of references prior to interview will also be planned at this time. Members of the Senior Leadership Team and, in the Senior School, departmental heads may be involved in this process.

Advertisements will be placed in relevant newspapers and on websites and these will include a statement confirming the School’s commitment to safe recruitment, direction to the School website and contact details for obtaining further information. Safeguarding and DBS checks are mentioned on the job advertisement to act as a deterrent.

A copy of the specifications, including a likely timetable for receipt of applications and interviews, will be added to the information sent to candidates together with a copy of the School’s Safeguarding Policy and a standard application form which all candidates need to complete in full, in addition to writing a letter of application and Curriculum Vitae (which will not replace the School application form). The covering letter in the applicant pack will also include a statement outlining the School’s commitment to safeguarding and directing potential applicants to read the Policy.



## **On receipt of an application**

As part of the selection process, all applications are read carefully by members of the SLT and the relevant Head of Department (where they are involved). If a long or short list is required, then applicants will be considered on the basis of the job/role/person specification and the most suitable candidates will be selected. Where there are discrepancies/anomalies /gaps in employment history, these are noted as an area to explore with the candidate.

Applicants selected for interview will be contacted and given all relevant information and instructions about the interview procedure, including a requirement to bring documents confirming their identity, address, qualifications and right to work in this country. They will be asked to confirm their willingness to attend interview.

Prior to interview, all referees will be contacted, including the most recent employer. Questions about the candidate's suitability to work with children will form part of the reference. One reference has to be from a child care setting. At least one referee may be contacted by phone and will be asked specifically about the suitability of the candidate to work with children and young people. References will be checked against information on the application and scrutinised carefully so that any issues or discrepancies may be checked with the referee directly and also noted to take up at interview.

## **Interview Procedure**

When candidates arrive for interview they will be asked to verify their identity, address and qualifications by bringing original documents (e.g. driving licence, utility bill, marriage certificate, degree certificate). Where possible, applicants will be interviewed on the same day and all will see the same members of staff during the process. Candidates will be asked specifically about any discrepancies picked up on their application form. Their suitability for the post as outlined in the specification will be explored, including their suitability to work with children and young people.

Usually the interview timetable will consist of all or some of the following, depending on the nature of the post:

- ✦ Interview with the Headmaster
- ✦ Interview with the Senior Deputy Head (including one other for Safeguarding questions which will be documented and kept on file)
- ✦ Tour with the Assistant Head (Staff)
- ✦ Interview with the Deputy Head (Academic)
- ✦ Interview with the Head of the Preparatory School
- ✦ Interview with the Preparatory School SMT
- ✦ Tour with a member of the Preparatory School SMT
- ✦ Interview with the Head of Department
- ✦ Coffee/lunch with members of relevant department
- ✦ Teaching a lesson (teaching posts)
- ✦ Interview with the Bursar (support staff)
- ✦ Interview with Bursarial line manager (support staff only)

Candidates should expect the interview process to last at least half a day. Detailed timings and arrangements will be given to the candidate in advance of the interview day and this letter will remind candidates about how the interview will be conducted and the areas it will explore, including suitability to work with children



There will be plenty of opportunity for candidates to ask questions about the School and the role during the interview process. The candidate will also be given the contact details of a member of the interview team if they wish to ask further questions after the interviews are over.

### **Selection and Conditional Appointment**

Following the completion of interviews, a selection meeting will be called, chaired by the Headmaster (or, in the case of support staff, the Bursar). Each candidate will be discussed with reference to the job and person specifications and how they performed during the interview process, including lesson observation. Candidates' answers to questions regarding their attitude to children and young people will form part of this discussion.

The final selection and appointment of a candidate lies solely with the Headmaster or Head of the Preparatory School (or Bursar for support staff). In most cases, the Headmaster (or Bursar), or Preparatory School Head for a Preparatory appointment, will telephone all interviewees as soon as possible either conditionally offering them the post or to explain that they have been unlucky and offering feedback. There may be a delay in the offer of a post if the School has not received or made contact with all the referees of the chosen candidate and conditions of the offer will include the completion of satisfactory references and checks.

Following the verbal conditional offer and acceptance of a position, the successful candidate will receive a letter confirming the appointment on a probationary basis and this letter may also include details of salary and opportunities to visit the School before the post begins as well as a Medical Declaration form.

### **Pre – Employment Checks**

Once a conditional offer of employment has been made, a number of checks and safeguards must be completed before the employee begins working with pupils:

- Identity check
- References
- DBS and List 99 check
- Qualifications check and CV check
- Domicile/Right to Work status check
- Health and Sickness Record and a Medical Declaration
- Safeguarding Training with the Designated Person
- Overseas checks
- Prohibition from Teaching Order check
- Prohibition from management check (if applicable)
- EEA-wide barring check
- S128 checks for management roles including HofD

If the DBS checks are returned indicating that the person is barred from working with children, then it is the School's statutory duty to report this to the DBS and TRA as a further safeguard.

### **Induction**

All staff complete a DBS form (see below for exceptions) and will receive a further copy of the Safeguarding Policy and Code of Conduct. They will be expected to sign this to confirm that the Policy is understood. This



will not replace formal safeguarding training, the first session of which will be given to new employees before they engage in activities that may bring them into regular contact with pupils. New employees are informed of the identity and function of DSLs and receive a copy of Part 1 of 'Keeping Children Safe in Education' September 2018 (KCSIE), the Safeguarding Policy and Staff Code of Conduct.

Once the employee begins work at the School they will come under the aegis of the School's induction programme which will include further safeguarding training and continuing assessment of the person's suitability to work with children. This will be organised by the relevant Safeguarding personnel (the Bursar, Deputy Head of Preparatory School or Assistant Head DSL). All staff who work directly with children will also receive Annex A of KCSIE. A final report on the employee's induction period will form the basis of the Headmaster's recommendation to Governors as to whether to confirm appointment after the probationary period.

## **DBS**

All employees are to complete a DBS unless they:

- Are under 16
- Are a current student at the School
- Are returning to the School after a short period of absence but have remained in contact
- Have subscribed to the annual DBS check which has been confirmed by the School

Volunteers are to complete a DBS if they:

- Are supervising an overnight trip
- Will be unsupervised during their visit
- Will visit once a week (or more often)
- Will visit on four or more days in a 30-day period

From time to time, and in exceptional circumstances, volunteers or other adults known to the School will be allowed to take part in trips (including overnight) pending the arrival of their DBS check but only if there has been a successful List 99 check, a full assessment of the risks carried out by the DSL in conjunction with the trip/event organiser and a written statement as to what the volunteer can and cannot do. Anyone who has not had a DBS check will not be left to have unsupervised contact with children at any time. All guest speakers will be vetted as much as possible before they are invited to speak to the pupils, either through references or web research. Guest speakers will sign in with ID. In addition, following the Prevent Duty (Summer 2015), staff are aware of their duties with regard to visiting speakers proselytising a message counter to the School's safeguarding procedures. No visiting speaker is left alone with pupils, and staff will intervene if appropriate.

**Reviewed September 2018**  
**Headmaster**



## **Appendix 2: The broad areas of responsibility for the Designated Safeguarding Leads are:**

### **Managing Referrals**

- Refer (either alone or with the Headmaster/Governor with Responsibility for Safeguarding) all cases of suspected abuse to Children's Social Care and the LADO (if the case concerns a staff member) within 24 hours. In addition, the following will be contacted:
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).
- The DSL will liaise with the Headmaster to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding
- Attend any arranged Child Protection Action Plan meeting if requested
- Ensuring a support plan is in place for vulnerable pupils (as stated in the Counter Terrorism and Security Act 2015)
- DSL at the Senior School and Prep School will transfer pupils' CP files to new school
- Once the Registrar has confirmed that there are CP files for new students and requested that they are sent to the DSL, the DSL will store and liaise with any relevant agencies, schools and members of staff.

### **Training**

- The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:
  - 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 and volunteers have access to and understand the School's child protection policy and procedures, especially new and part-time staff. Ensure staff are aware that they may be made aware of information on a need-to-know basis.
  - Be alert to the specific needs of children in need, those with special educational needs and young carers
  - Be able to keep detailed, accurate, secure written records of concerns and referrals handled in line with the GDPR 2018 principles. GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Records will be kept for seven years after pupils have left and then, after discussion with the Headmaster, may be shredded by the DSL as per CCC guidance.
  - Record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or, if a decision has been made not to discuss it with parents, record the reasons why.
  - Make parents aware that such records exist, except where to do so would place the child at risk of harm. The aim is to gain consent to share information, however to be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if we believe there is a good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.



- 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 may put in place to protect them including any children with SEN or disabilities.
- One member of the DSL team will be trained in Prevent awareness and will complete the Prevent Risk assessment with the E-Safety Officer.
- Maintain CP files on CPOMS and audit termly.
- Record when decisions are made to share or withhold information, what information has been shared with whom and why.
- Ensure that staff are aware that if they receive a Subject Access Request from a pupil, they will refer the request to the DSL or Headmaster.

### **Raising Awareness**

- The Designated Safeguarding Lead should ensure the School's policies are known and used appropriately:
  - Ensure the School's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
  - Ensure the Safeguarding 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
  - Where children leave the School, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file. The DSL will obtain a confirmation of receipt.
  - Raise awareness of updates in the Prevent Duty, Missing Child Protocol and the Reporting duty for FGM.
  - Ensure staff are trained in online safety.
  - Meet termly with the DSPs to discuss safeguarding arrangements.

The DSP (Designated Safeguarding Persons) Role ( see Appendix 10) is:

- To be able to access/review all CP files via CPOMS updating themselves on cases
- To be on the rota for availability for trips or activities outside of term time
- To help with training of new staff
- To attend termly meetings to discuss safeguarding arrangements and audit case files
- To be able to take the lead in specific cases

**Reviewed September 2018**  
**Headmaster**



## Appendix 3: Child Protection Policy

### Types of abuse and neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**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.

**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 cyber bullying), 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.

**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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific matters of abuse/neglect are covered in *Keeping Children Safe in Education September 2018* which provides further guidance on them.



## Information Sheet for All Staff

All adults must be aware of the basic procedures to be followed should a situation arise in which a Kimbolton School pupil wished to confide in them. The main focus is supporting children, particularly those who may have been abused or witnessed violence towards others.

### **What to do when a pupil wants to tell you about something that has happened**

- Listen very carefully. Do not promise confidentiality.
- Ask “open” questions like “tell me what has happened,” and avoid any closed leading questions like “did s/he do \*!?!\* to you?”
- Make written notes as soon as possible, quoting the child’s words and noting anything that you have said.
- Must not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained. Upload concern onto CPOMS. **If you think that a child is at risk contact the Designated Safeguarding Lead immediately.**

### **What the DSL will do when contacted:**

- The DSL will judge if the child is at risk and then follow the LSCB procedures, either:
- Immediate referral to CCSC
- Follow the ‘Think Family’ approach
- Involve the Head and LADO if the concern relates to a member of staff
- Concerned and fill out an EHA
- Monitor and phone for advice
- Support pupil using in-house pastoral system

### **Possible Indicators of Abuse:**

Set out below are possible indicators of abuse or neglect.

Children:

- whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- with clothes which are ill-fitting and/or dirty;
- with consistently poor hygiene;
- who make strong efforts to avoid specific family members or friends, without an obvious reason;
- who don’t want to change clothes in front of others or participate in physical activities;
- who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- who talk about being left home alone, with inappropriate carers or with strangers;
- who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- who are regularly missing from school or education;
- who are reluctant to go home after school;
- with poor school attendance and punctuality, or who are consistently late being picked up;
- who drink alcohol regularly from an early age;
- who are concerned for younger siblings without explaining why;
- who talk about running away;
- who shy away from being touched or flinch at sudden movements.; and
- who are participating in risky behaviour such as drug taking, truanting and sexting.



Parents:

- who are dismissive and non-responsive to practitioners' concerns; and/or
- who collect their children from school when drunk, or under the influence of drugs;

Issues that staff need to be aware of include:

- Abuse – including domestic, faith, child and online
- Bullying
- Children in Court
- Children missing from education
- Children with family members in prison
- CSE
- Drugs – county lines
- HBV including FGM
- Health and Wellbeing
- Homeliness
- Peer on Peer issues
- Radicalisation
- Violence – including gangs, sexual and anger issues
- Younger Carers.

This is not a definitive list but may be of use when there are concerns. Further guidance may be found on the NSPCC website and in *What to do if you are worried a child is being abused* and *Working Together 2018*

**Writing a report on what you have been told:**

- Note the date, time, and your name.
- Note the who/what/ where/when of the concern/allegation.
- Quote the child's words as far as possible and any response made by you.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Fill in referral onto CPOMS

**Reviewed: September 2018**

**Headmaster**

## Appendix 4





## **Appendix 4**

### **Good Mental Health Policy**

#### **Introduction and Aims**

We aim to provide a diverse and enriching education that allows individuals to develop their potential, work productively and creatively, build strong and positive relationships with others, as well as experiencing and contributing to all aspects of school life. This is enhanced when an individual is able to fulfill their personal and social goals and achieve a sense of purpose. This policy follows the guidance given in the Mental Health and Behaviour in schools, March 2016 by D of E.

A mental health problem is defined as ‘a disturbance of function in one area of relationships, mood, behaviour or development of sufficient severity to require professional intervention’ (Dept of Health 1995).

Mentally healthy pupils have the ability to develop emotionally within the normal range. Those that develop emotional, social and behavioural problems outside of this normal range could be described as experiencing mental health problems or disorders. These disorders can seriously impair academic performance.

#### **Childhood and adolescent mental health disorders**

These may include:

- Anger Management issues
- Anxiety disorders (e.g. anxiety, phobias, panic, and school-phobia)
- Depression and bi-polar disorder
- Direct self-harm (including suicidal behavior – suicide is very unusual)
- Non-direct self-harm such as eating disorders (e.g. anorexia, bulimia and obesity)
- Obsessive-compulsive disorder (obsessions, compulsions and personality characteristics verging on the panic threshold all the time)
- Post-traumatic Stress disorder
- Stress
- Schizophrenia (abnormal perceptions, delusional thinking, thought disorders)
- Hyperkinetic disorders
- Attachment disorders
- Substance misuse

#### **PREVENTION**

##### **Whole-School organization**

At School we hope to foster positive relationships with friends and staff. We support good life habits and hope to provide essential opportunities to experiment and learn from success and failures. This is considered when writing School Policies and the subject curriculum.

##### **Pastoral provision**

The School gives pupils the opportunity to seek help through the School’s strong and effective pastoral system. Support is available from their tutor or Housemaster/mistress (Senior School), as well as their teachers, Designated Safeguarding Personnel (DSPs), senior management or via the Health Centre (which includes the Prep Nursing team). This gives us the ability for early intervention, support and recognize training opportunities for staff. Support for vulnerable pupils is provided through liaison with the School nurses, School doctor and external agencies.

##### **Classroom practice**

Staff are given training on identifying mental health issues and given information on how best to support students. The PSHE curriculum covers mental health issues at various ages. Awareness is also raised during the biannual wellbeing week and pastoral evenings for parents. MHFA training is offered to staff as CPD, 16 staff qualified in 2017 and 16 more staff to be qualified in 2018.



## Steps

Recognising when a child is suffering from mental health problems can be challenging, but teachers and tutors are often the 'front line' of identification. As an integral part of their pastoral role and in accordance with child protection training and professional responsibilities, staff should be alert to the signs of possible mental health difficulties. Any concerns should be raised with tutors, School nurses, or to a DSP in cases that they feel may be a cause for concern.

If you have concerns for a pupil:

- Mental health is a child welfare matter and it is every member of staff's duty to act. Seek advice if unsure.
- Share concerns with the pupil and be prepared to listen.
- Explain to the pupil that it may not be possible to keep any information given confidential. Information will be shared on a 'need to know' basis and the pupil will be informed of the reasons why.
- If the problem persists or is greater than first envisaged (e.g. a sympathetic ear or some extra help with work), then advice should be sought. This could be via the School nurses and/or a DSP.

### Step 1-

- Staff who has a concern to inform tutor and Hm in Senior School / Senior Deputy Head in Prep School) who will then discuss as a team how to support the child.
- Talk to child and/ or parent if age appropriate
- Write up concern and cc in DSP / Health Centre
- Discuss strategies depending on individual needs within the House system, including the member of staff who is MHFA trained or at the Prep School with the Pastoral team.
- If develops further or persistent go to step 2.

**Step 2** – Encourage pupil to see the School nurses or DSP who in turn will complete a Strengths & Difficulties Questionnaire (SDQ) or Early Help Assessment (EHA) depending upon the support needed by the pupil and call a team meeting with the appropriate members of staff to discuss whether:

- There are any child protection issues (if so normal child protection protocol should ensue)
- To whom information needs to be passed
- The next steps to be taken
- Actions will be set in place to arrange appropriate support.
- Each case will have to be evaluated and an appropriate course of action chosen.

### CPOMs will need to be completed at this stage.

**Step 3** – Pupil to gain assistance from the Health Centre. Help will differ depending on issue and the child/age/results from the SDQ or EHA, however this can include the use of the School Counsellor, the School nursing team, use of text books and leaflets. Support will be offered to look at coping mechanisms in school. Outside help will be promoted including their local GP and Child and Adult Mental Health (CAMH).

**Step 4** – Pupil to let parents know and DSL has confirmation of this. Health Centre or Tutors may support or tell the parent if requested by the student.

If the pupil is under 16 and is unwilling to follow the steps, or is showing no signs of progression, then the Nursing team or DSP may jump to step 3: however, the pupil will be informed of all action taken. NICE express no guidance on when and how to inform parents – simply to "pay special attention" to confidential consent. The Gillick Competence Test may be considered by external medical staff which could alter the age that parental contact would need to be made. Whilst we wish to respect pupil's wishes to keep issues confidential, we also recognize that mental health problems may mean that the pupil involved does not have the ability to recognise the need for help.

**Step 5** - Continued support of the pupil in school. Communication with parents about support available outside of school. Tutor given guidance on how best to assist student.

Reviewed February 2018  
Headmaster



## **Appendix 5 - Policy for Teachers dealing with DSI (Direct Self-Injury) and severe cases of NDSI (Non-Direct)**

Every pupil is different and depending on the child, his/her age, who the pupils has told and how they have reacted to each step, will all affect the next stages to be followed. A judgement will need to be made in each case, remembering that, while the trust of that pupil should not be broken, his or her personal welfare is ultimately at stake.

### **Aims**

- To increase understanding and awareness of self-harm, Direct i.e. cuts and Non Direct, i.e. weight control.
- To alert staff to warning signs and risk factors.
- To provide support to staff dealing with pupils who self-harm.
- To provide support to pupils who self-harm and their peers and parents/carers.

Self- injury is a coping mechanism. An individual harms their physical self to deal with emotional pain, or to break feelings of numbness by arousing sensation. Self-injury is any deliberate, non- suicidal behaviour that inflicts physical harm on the body and is aimed at relieving distress.

Self-injury can include cutting, burning, banging and bruising, non-suicidal overdosing and even deliberate bone breaking.

### **Risk factors associated with self-injury**

- Low self-esteem
- Perfectionism
- Mental health issues such as depression and anxiety
- Problems at home or school
- Physical, emotional or sexual abuse
- Poor communication skills
- Hopelessness
- Impulsivity
- Poor parental relationships and arguments

### **Warning signs that may be associated with self-injury**

There may be no warning signs but the following things may indicate that a pupil is suffering internally which may lead to self-injury;

- Drug and/or alcohol misuse or risk-taking behaviour
- Negativity and lack of self-esteem
- Out of character behaviour
- Bullying other pupils
- A sudden change in friends or withdrawal from a group
- Lowering of academic attainment



### **Staff roles in working with pupils who self-harm**

- School staff may become aware of warning signs that a pupil is self-harming, or they may be told by the pupil themselves or friends of the pupil. This should ALWAYS be taken seriously and should be reported to the School Designated Safeguarding Lead (DSL).
- Support may include the use of the School Counsellor, the School nurses, use of textbooks and leaflets.
- Pupils need to be aware that it is not possible for staff to offer complete confidentiality. If you consider that a pupil is at risk of harming themselves then confidentiality cannot be kept.

Following disclosure to the DSL, a decision will be made on the appropriate course of action. This may include;

- Contacting parents – ensuring on-going communication
- Arranging professional assistance
- Arranging an appointment with a counsellor
- On-going support from School
- Accurate documentation
- Ideally the pupil should be encouraged to tell their parents. If a pupil is unwilling to do so, then the DSL will intervene, if appropriate.

**Staff should seek support from the DSL/Health Centre to talk through the issues of dealing with a pupil who self-harms and recognise that it is important for staff to have the opportunity for a debrief.**

**Reviewed: September 2018**

**Headmaster**



## Appendix 6:



### **Whistleblowing Policy**

*The following policy should be read in conjunction with Kimbolton School's Safeguarding policy – the overarching policy which includes the Bullying Policy, Safeguarding – Code of Conduct for Staff and the Safe Recruitment Policy.*

This Procedure sets out the way in which staff can and should report suspected or actual wrongdoing, dangers or risks in relation to the School's activities. This includes bribery, fraud, other criminal activity, miscarriages of justice, health and safety risks, damage to the environment and any breach of legal or professional obligations. It also includes concerns about a member of staff or volunteer in relation to safeguarding matters. This procedure applies to all employees, volunteers, contractors and agency workers at the School. It is non-contractual and may be amended at any time.

All staff are encouraged to inform the Headmaster directly with their concerns. They should contact him in person. If the Headmaster is not immediately available, staff should speak to the Senior Deputy Head (who is responsible for the School in the Headmaster's absence) and/or the Assistant Head DSL. Should a member of staff wish to make an allegation against the Headmaster, they should contact the Chair of Governors (via the Clerk to the Governors 01480 862222).

#### **The Aim of this Procedure**

This procedure aims to:

- Provide a system to raise concerns and/or to pass on disclosures made by a child about another member of staff or volunteer in relation to safeguarding.
- Provide a system for staff to raise concerns about other matters of the types listed above.
- Enable the School to look into such concerns.
- Allow members of staff to take matters further if they are dissatisfied with the School's response; and
- Reassure members of staff that they will be protected from reprisals or detriment for 'whistleblowing' in good faith.

#### **Non-safeguarding concerns**

The School hopes that where staff have concerns that do not relate to safeguarding matters, they will be able to raise them with their Head of Department or manager. If, for some reason, this is not appropriate, concerns should be raised in the first instance with a member of the SLT (or SMT at the Prep School).

The School will usually arrange a confidential meeting with the member of staff who has raised the concern as soon as possible to discuss the matter.



## **Safeguarding concerns**

The procedure for raising an allegation of or concern about abuse by a member of staff (including volunteers) is set out in the School's Safeguarding Policy. Such concerns will be dealt with as set out in the Safeguarding Policy.

## **Protection**

The School aims to encourage openness and supports staff who raise genuine concerns under this policy even if they turn out to be mistaken. In making such disclosures, the member of staff will be afforded protection from any detrimental treatment in the event that such disclosure is made:

- In good faith;
- If it is believed by the member of staff that the disclosure is substantially true;
- If the member of staff has not acted maliciously; and/or
- If the disclosure is not for personal gain.

## **Confidentiality**

Completely anonymous disclosures are very difficult to investigate. Staff are therefore encouraged to raise their concerns openly. However, the School will do its best to protect the identity of a member of staff who decides to make a disclosure in accordance with this procedure and does not want their name to be revealed. However, if a consequent investigation is initiated, it may be necessary to reveal the source of the information, and the member of staff may be asked to provide a relevant statement.

How staff and volunteers should respond to requests for confidentiality from pupils raising concerns about abuse is dealt with in the School's Safeguarding Policy.

Where an allegation is made anonymously by a pupil then every effort will be made to investigate the source of the allegation and to verify its credibility. In these circumstances, other members of the SLT or Health Centre may be involved.

## **Untrue Allegations**

If a member of staff or pupil makes an allegation which is made in good faith, but is not confirmed by an investigation, no action shall be taken against them. If, however, the allegation is considered to have been malicious or vexatious, then disciplinary action may be taken.

## **Records**

A note of the concern raised, how it was resolved and copies of any records associated with the investigation will be stored confidentially following resolution.

## **Further Recourse**

This procedure is intended to provide members of staff with a way in which to raise concerns within the School and for them to be investigated and remedied internally. In most cases, there will be no need for the matter to be referred externally (other than where this is appropriate as part of the Safeguarding Policy).



Having said this, if a member of staff is not satisfied with the way in which a concern they have raised is handled, they may make a disclosure to a prescribed person, such as Cambridgeshire Social Services , notwithstanding the result of the internal investigation or the NSPCC general advice line.

If a member of staff chooses to take the matter outside the School, they will need to ensure that he/she will not disclose confidential information which is not relevant to the case; in this regard the member of staff should first check with the Headmaster. Staff in this situation may wish to consider taking advice, for example from a trade union.

Should any deficiencies or weaknesses in the School's safeguarding or whistleblowing arrangements come to light, these will, of course, be remedied without delay.

**Reviewed: September 2018**  
**Headmaster**



## Appendix 7



### **Terms of Reference for Nominated Safeguarding Prevent Governor**

The Nominated Safeguarding Governor for Kimbolton School ("the School") is Simon Page; however, the Board of Governors shall retain overall responsibility for Safeguarding, including Prevent. The Board of Governors shall determine and review annually the terms of reference for the nominated Safeguarding Governor.

#### **Terms of Reference**

1. The main role and duties of the Nominated Safeguarding Governor on behalf of the Board of Governors is to ensure that the School has in place a suitable child protection and safeguarding policy, including EYFS, together with all other associated and related policies, including a Prevent Risk Assessment and to ensure that all such policies and associated procedures have proper regard to prevailing regulations, guidance, standards and advice.
2. To meet regularly, at least once a term, with the School's Designated Safeguarding Leads in order to monitor the effectiveness of the Policies mentioned in paragraph 1 above and to monitor the implementation of any associated procedures across the School.
3. To ensure that the School's Designated Safeguarding Leads are part of their respective School's leadership team and have sufficient time and resources at their disposal to carry out their duties effectively.
4. To ensure that a Deputy Designated Safeguarding Lead is identified for both the Senior School and the Prep School.
5. To ensure that the Designated Safeguarding Leads and their deputies receive appropriate training at least every two years.
6. To ensure that any deficiencies in the School's safeguarding practices that are brought to the attention of the Board of Governors are investigated and addressed as soon as practicable.
7. To respond and report any abuse allegations or concerns raised about the Headmaster.
8. To review the School's Single Central Register on at least a termly basis. At least one review per year must be on an unannounced basis in liaison with the School's HR Officer.
9. To ensure that safer recruitment practices are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
10. To ensure that arrangements are in place for all staff to receive the appropriate training with regard to Safeguarding and Child Protection and that the necessary procedures are in place to ensure that such training is up to date.



11. To undertake any appropriate training in accordance with the Local Safeguarding Children's Board's recommendations to fulfil the role.
12. To provide an annual report to the Board of Governors on Safeguarding Practices within the School that enables the Board to monitor compliance against prevailing regulations, guidance, standards and advice.

**Reviewed: September 2018**  
**Chairman of Governor**



## Appendix 8



### Staff Code of Conduct

#### Good Practice—for the safety of staff (including volunteers) and pupils

The following Policy should be read in conjunction with the Kimbolton School Safeguarding Policy and adheres to the content and requirements of the KCSIE September 2018 and the Guidance for Safer Working Practice for those working with children and young people in education settings, September 2015.

All employees, those under contractual arrangements, volunteers, members and others involved in the life of the School are required to abide by this Code of Conduct. This is to support the School in providing a welcoming and safe environment.

#### Staff should always act in the child's best interest

The welfare of the child is paramount and staff should work, and be seen to work, in an open and transparent way. Staff should avoid any conduct which could lead any reasonable person to question their motivation and intentions. The relationship between a person working with a child is one in which the adult has a position of power or influence. It is vital for adults to understand this power and that the relationship cannot be one between equals and the responsibility they must exercise as a consequence. Staff should, therefore, take accountability for their own actions and behaviour.

#### Behaviour management

Staff should try to avoid private or unobserved situations and encourage open communication with no secrets. Staff should not have favourites and generally only give gifts to a pupil as part of an agreed reward system. Where giving gifts other than as above, staff are to ensure that these are of insignificant value and given to all children equally. This means that staff should:

- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

#### Role model – Standards of Behaviour

Staff should be aware that they are a role model and will be observed by the pupils. Staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model. Staff should wear clothing which promotes a positive and professional image, is appropriate to their role, is not likely to be viewed as offensive, revealing, or sexually provocative and does not distract, cause embarrassment or give rise to misunderstanding. Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. A member of staff, who becomes aware that a pupil may be infatuated with themselves or a colleague, should discuss this at the earliest opportunity



with the DSL so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned. This means that staff should:

- not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- not use inappropriate language to, or in the presence of, pupils
- not discuss their personal or sexual relationships with, or in the presence of, pupils
- not make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such
- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- always maintain professional boundaries
- take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lesson plans
- refer to the Safeguarding Policy and Prevent Duty Risk Assessment

This means that staff should wear clothing which:

- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding as noted previously and
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory

This means that staff should not:

- enter into, or encourage, inappropriate discussions which may offend or harm others
- undermine fundamental British values
- express any prejudicial views
- attempt to influence or impose their personal values, attitudes or beliefs on pupils

### **Sexual conduct**

Staff should be aware of the potential for misunderstanding when touching children. If contact is an accepted part of an activity, touching should be appropriate to the situation. Consoling a child who is upset should involve no more than a gentle hand on their arm. Administering first aid or supporting a participant in an activity is acceptable and necessary contact. Staff should endeavour to minimise any possible misinterpretation of their actions by asking the child if it is alright to touch them first and explain exactly what they are going to do and why.

This means that staff should:

- never touch a pupil in a way which may be considered indecent (with particular care to be taken in the genitalia region).
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- not have any form of sexual contact with a pupil
- not discuss sexual matters with, or in the presence of, pupils other than within agreed curriculum content or as part of their recognised job role



### **Intimate/Personal Care**

There may be rare occasions when a confidential interview or a one-to-one meeting is necessary and, in such circumstances, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby and that the DSL has been made aware of the situation. This means that staff should:

- ensure that, wherever possible, there is visual access and/or an open door in one to one situations
- always consider the supervision needs of the pupils and only remain in the room where the pupil needs require this
- be vigilant in maintaining a pupil's privacy, including when living in on-site accommodation
- be mindful of the need to avoid placing themselves in vulnerable situations

This means that adults should not:

- change or toilet in the presence or sight of pupils
- assist with intimate or personal care tasks which the pupil is able to undertake independently

### **Physical intervention / Reasonable force**

If it is necessary to restrain a pupil because they are an immediate danger to themselves or others, or to property, then the minimum amount of force should be used for the shortest amount of time.

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- avoid shouting at children other than as a warning in an emergency/safety situation

### **Confidentiality**

Staff are expected to treat information they receive about children in a discreet and confidential manner. Staff should not use their position to gain access to information for their own advantage and/or a child's or family's detriment. Personal Data about pupils should not be stored on an unsecure memory stick.

Any media or legal enquiries should be passed immediately to the Headmaster. All tablets and phones with access to school files or emails should have a secure password.

This means that staff should:

- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- ensure that, where personal information is recorded using modern technologies, systems and devices are kept secure as per the School's Acceptable Use Policy
- only publish images of pupils where parents have given explicit written consent to do so, see AA for list of consents
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the School or setting
- ensure that the DSL is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of pupils in their possession
- avoid making images in one-to-one situations

This means that staff should not:

- take images of pupils for their personal use



- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress
- use their mobile phone or personal camera if working with EYFS students unless in an emergency

### **Social contact out of workplace**

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Staff should not give their personal details (unless to a relation) such as home/mobile phone number; home or personal e-mail address to pupils unless the need to do so is agreed with senior management. Staff should not use social networking sites to contact current pupils or pupils who have left the School within the past two years. Staff are advised to set all networking sites to the Private Settings so pupils and parents cannot view personal details and photographs. Staff who are also parents of children at the School will inevitably have social contact with other pupils; this is obviously necessary and normal. Staff should be generally aware of any comments, photographs posted on social media sites and actions, even in their own home, which may be overheard or misconstrued. Internal email systems should only be used in accordance with School policy.

This means that staff should:

- advise the DSL of any regular social contact they have with a pupil which could give rise to concern
- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- follow the School/setting's Acceptable Use Policy and E-Safety Policy
- ensure that their use of technologies will not bring the School into disrepute

### **Former pupils**

As indicated by the law, staff should not have a sexual relationship with an ex-pupil where the pupil was at the School for any time in the previous 2 years. Those pupils departing before the end of the U6th should not be in direct contact with staff until they are at least 20. Inevitably, there will be times when staff will meet ex-pupils in more informal circumstances and staff should conduct themselves with the same degree of care and integrity as they would with a pupil at the School. The relationship between a teacher and an ex-pupil is still one of a role model / mentor and will have developed as a result of contact with the pupil at School. If a member of staff is concerned about relationships with ex-pupils, they should discuss it with a senior manager for clarification and advice.

### **Transportation**

If it is necessary to transport a child in your car, staff should (if possible) plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements. Staff should report the nature of the journey, the route and timings to a senior manager and ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.

This means that staff should:

- adhere to the educational visits guidance
- undertake risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times

### **Visitors**

Visiting speakers and advisers are of great benefit to the pupils and the School. Adults visiting the School who will not come into contact with children, or who will be meeting pupils in large groups supervised by teachers, do not need extra child protection checks. However, for security reasons, their name and details of



their visit should be passed to the relevant senior manager. Adults who are visiting the School on a short-term but regular basis, and who will have regular contact with the children, should be subject to the appropriate DBS checks. The member of staff responsible for overseeing these visitors is responsible for contacting the Bursary to put DBS checks in place and to notify the DSL about the nature and extent of the visits. All adult visitors should wear a visitor's badge to show they are known to be in School. They should register at the Bursary/Prep Reception.

This means that staff should:

- never leave a guest speaker alone with pupils
- intervene if the guest speaker is proselytising a message counter to the School's safeguarding procedure

### **Whistleblowing**

A vital corollary of a safe environment for children is that adults, whether employed by the School or volunteers, and pupils themselves, should feel confident about expressing their concerns to others and, in particular, to senior leaders. Any concern made in good faith will be treated seriously, (where possible) confidentially, and the 'whistleblower' will be fully supported throughout.

Staff should be prepared to discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted. This means that staff should:

- report any behaviour by colleagues that raises concern
- report any allegations against staff and volunteers
- acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS)

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by the employer. It is expected that, in these circumstances, staff will always advise the DSL of the justification for any such action already taken or proposed. (See also the Kimbolton School Whistleblowing Policy).

**Reviewed: September 2018**  
**Headmaster**



## Appendix 9



### E-Safety Policy

This Policy is linked to

- Safeguarding Policy
- Bullying Policy
- Anti-Cyber bullying Policy
- Staff and Pupil AUA
- “Prevent Duty” Risk Assessment

#### Principles

Kimbolton School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have as a result of online safety issues.

We recognise the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm. We will take all reasonable steps to lessen such risks by promotion of e-safety and acceptable use policies that are clearly understood and respected by all.

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

#### Purposes

- To outline the nature of e-safety and how staff and pupils may identify it.
- To identify simple ways in which e-safety issues can be reported to responsible adults.
- To provide a clear policy and guidelines to enable e-safety to be tackled effectively.

#### Guidelines

##### **Why the Internet and digital communications are important**

- The Internet is an essential element in 21st century life for education, business and social interaction. The School has a duty to provide pupils with high-quality Internet access as part of their learning experience.
- Internet use is a part of the statutory curriculum and a necessary learning tool for staff and pupils.

##### **Internet use will enhance and extend learning**

- Staff will be made aware of, and pupils will be educated in, the safe use of the internet
- Clear boundaries will be set and discussed with staff and pupils, for the appropriate use of the Internet and digital communications.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.



### **Pupils will be taught how to evaluate Internet content**

- Schools should ensure that the use of Internet derived materials by staff and by pupils complies with copyright law
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy

### **Information system security**

- The ICT system security will be reviewed regularly by the Network Manager APW
- Virus protection will be installed and updated regularly.

### **E-mail**

- Pupils and staff should only use approved curriculum e-mail accounts in school and when working on school business. Prep pupils do not have a school email account.
- Pupils must be made aware of how they can report abuse and who they should report abuse to.
- Pupils must report if they receive offensive or inappropriate email.
- In email communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- Incoming email should be treated as suspicious and attachments not opened unless the author is known.

### **Published content and the School web site**

- Staff or student personal contact information will not be published.
- The contact details of staff given online will be a person's official school email address.
- The School PR and Communications Manager (AA) will take overall editorial responsibility and ensure that published content is accurate and appropriate.

### **Publishing pupils' images and work**

- Photographs that include pupils will be selected carefully so that images of individual pupils cannot be misused.
- Written permission, using the approved permission form, from parents or carers will be obtained before photographs of pupils are published on the School website.
- Work can only be published with the permission of the pupil.
- When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Members of staff are allowed to take digital still and video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be captured using school equipment; the personal equipment of staff should not be used for such purposes. Images once stored on the school network should be deleted from the devices
- Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the School into disrepute.
- Pupils must not take, use, share, publish or distribute images of others without their permission.
- In the Early Years, phones and cameras should not be used unless in an emergency (see Safeguarding Policy).

### **Social networking and personal publishing**

- The School will educate people in the safe use of social networking sites. Pupils will be advised to make their profiles as private and secure as possible. They are taught to consider the appropriate



and safe times when they can give out personal details which may identify them, their friends or their location.

- Pupils must be made aware of how they can report abuse and who they should report abuse to.
- Pupils should be taught the reasons why personal photos should not be posted on any social network space without considering how the photo could be used now or in the future.
- Pupils should be advised on security and encouraged to set passwords, to deny access to unknown individuals and to block unwanted communications. Pupils should only invite known friends and deny access to others.
- Pupils will be taught about being resilient to radicalisation, with an awareness made to the different ways that this may occur, including grooming (See Prevent Duty in Safeguarding Policy).

### **Managing monitoring and filtering**

- If staff or pupils discover an unsuitable site, it must be reported to the Network Manager (APW)
- ICT Support will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Terminology related to specific forms of radicalisation will be added to the school filtering system in order to protect pupils.
- All staff will follow the School's safeguarding procedures if any changed behaviour is observed.

### **Managing webchat**

- Webchat will only occur under direct supervision of a teacher, who will as far as reasonably possible ensure it is appropriate and safe.

### **Managing emerging technologies**

- Emerging technologies will be examined for educational benefit before use in school is allowed.
- The School is aware that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.
- Where contact with pupils is required to facilitate their safety (e.g. on School trips), staff will be issued with a school phone.
- The sending of abusive or inappropriate text messages is forbidden.
- It should be noted that games machines including the Sony Playstation, Microsoft Xbox and others have Internet access which may not include filtering, therefore staff must ensure due care is given when used in the School or particularly the boarding houses.

### **Managing Social Media both Private and for Official school use**

- This applies to social networking sites (for example *Facebook*, *Instagram*, *SnapChat*), blogs, microblogs such as *Twitter*, chatrooms, forums, podcasts, open access online encyclopaedias such as *Wikipedia*, and content sharing sites such as *flickr* and *YouTube*.
- Users should be conscious at all times of the need to keep their personal and professional/school lives separate. They should not put themselves in a position where there is a conflict between the School and their personal interests;
- Users should not engage in activities involving social media which might bring Kimbolton School into disrepute;
- Users should not represent their personal views as those of Kimbolton School on any social medium;
- Users should not use social media and the internet in any way to attack, insult, abuse or defame pupils, their family members, colleagues, other professionals, other organisations or Kimbolton School.



### **Personal use of Social Media**

- Pupils should not have contact through any personal social medium with any member of staff, other than those mediums approved by the Senior Leadership Team, unless the staff concerned are family members. This stipulation remains extant for two years after the pupil has left Kimbolton School. Those pupils departing the School before the end of the Upper Sixth should not be in direct social media contact until the age of 21.
- Photographs, videos or any other types of image of pupils and their families or images depicting staff members, clothing with school logos or images identifying school premises, should not be published on personal non-private or public web space without prior permission from the School.
- All staff and pupils are strongly advised to ensure that they set the privacy levels of their personal sites as strictly as they can and to opt out of public listings on social networking sites to protect their own privacy. All staff and pupils should keep their passwords confidential, change them often and be careful about what is posted online
- We accept that some sites may be used for professional purposes to highlight a personal profile with summarised details, e.g. LinkedIn. We advise that care is taken to maintain an up-to-date profile and a high level of presentation on such sites if Kimbolton School is listed.

### **Using Social Media -**

- The School PR and Communications team have full responsibility for running the School's official website, Facebook, and Twitter sites.
- Staff wanting to set up department Facebook or Twitter feeds must have permission from the E-Safety Lead and be followed accordingly
- The School YouTube site is the full responsibility of the Digital Learning Head
- Whilst pupils and the wider school community are encouraged to interact with these social media sites they should do so with responsibility and respect.

### **Protecting personal data**

- Personal data will be recorded, processed, transferred and made available according to GDPR 2018 and the School Data Protection policy.

### **Authorising access**

- All staff must read and sign the 'Staff Acceptable Use Policy' before using any school ICT resource, including an iPad issued for professional use.
- The School will maintain a current record of all staff and pupils who are granted access to school ICT systems.
- All Senior School pupils must read and sign the 'Pupil Acceptable Use ICT and iPads Agreement' before using any school ICT resource. All iPads will be registered with the school MDM system.
- Senior School Parents/carers will be asked to sign and return a consent form.
- Acceptable User Agreements are reviewed at the end of each school year, in preparation for the new academic year. Pupils will re-sign if the AUA is amended in the light of new developments.
- Prep pupils should not be left unsupervised when using the internet in lessons.

### **Assessing risks**

- The School will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the School network. The School cannot accept liability for any material accessed, or any consequences of Internet access.
- The School will bi-annually audit ICT use to establish if the E-Safety policy is adequate and that the implementation of the E-Safety policy is appropriate and effective. The School will ensure monitoring



software and appropriate procedures are in place to highlight when action needs to be taken by the School

- Any complaint about staff misuse must be referred to the Headmaster and, if the misuse is by the Headmaster, it must be referred to the Chair of Governors in line with the School Safeguarding and Child Protection procedures.
- Pupils, parents and staff will be informed of the Complaints Procedure.

### **Communicating E-Safety and Introducing the E-Safety Policy to pupils**

- E-safety rules will be distributed to all pupils at the start of the academic year and they are requested to save them on their iPads. All system users are informed that network and Internet use will be monitored.
- A programme of e-safety training and raising of awareness will occur during PSHE lessons.

### **Staff and the E-Safety policy**

- New staff have a session on E-Safety as part of their induction.
- All staff will be given access to the School E-Safety Policy and its importance explained. Staff must be informed that network and Internet traffic can be monitored and traced to the individual user, including staff laptops and iPads.
- Staff that manage filtering systems or monitor ICT use will be supervised by senior leadership and ensure clear procedures for reporting issues.
- Staff should understand that phone or online communications with pupils can occasionally lead to misunderstandings or even malicious accusations. Staff must take care always to maintain a professional relationship.

### **Reporting E-Safety breaches**

- It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse. Listed below are the responses that will be made to any apparent or actual incidents of misuse.
- No definition of 'indecent' material has been written in law and it is up to interpretation by a jury.

As guidance:

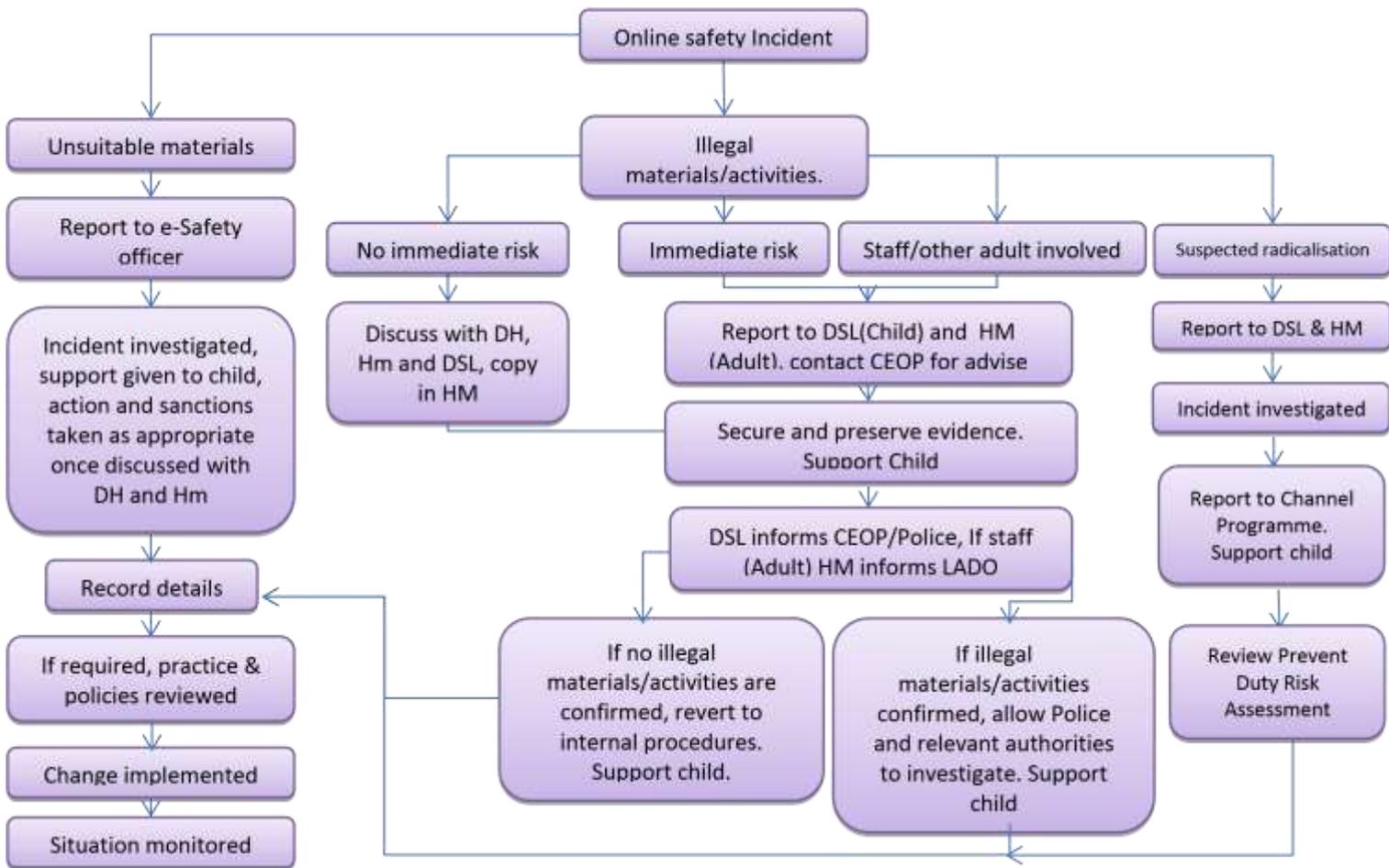
#### **Unsuitable material**-Any information or images

- Extreme violence that can cause upset to a child;
- Racist material
- Pornography
- Radicalisation
- Swearing
- Violence/ cruelty
- Bullying
- Gambling
- Sites which encourage vandalism, crime, terrorism, eating disorders, suicide.
- Unmoderated chat

#### **Illegal material**

Anything illegal in the real world is illegal in the digital world;

- Child exploitation
- Child abuse
- Grooming



### Monitoring

- The E-Safety Lead will ensure that full records are kept of incidents.
- These records will be reviewed termly by the E-Safety Lead. The Designated Safeguarding Lead and Deputy Head will review them when a serious incident occurs.

### Enlisting parents' and carers' support

- Parents' and carers' attention will be drawn to the School E-Safety Policy on the School website.
- The School will maintain a list of e-safety resources for parents/carers on the School website.



## **What is sexting? Advice sheet for staff**

There is no clear definition of 'sexting'. Young people interpret it as 'writing and sharing explicit messages with people they know'. Parents think it is 'flirty or sexual text messages rather than images'. Therefore the phrase '**Youth Produced Sexual Imagery**' is used to define 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet'.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

### **This advice is only focused on peer sharing**

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under-18. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under-13s should be referred to the police.

For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered sexual. Sexual images may also include overtly sexual images of young people in their underwear.

We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood. The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Therefore most cases can be dealt with in school. However, a decision to disclose information on a DBS certificate is made on the basis of whether that information is relevant to the risk an individual might pose to children, young people or vulnerable adults.



**When an incident involving youth produced sexual imagery comes to a school or college's attention:**

- The incident should be referred to the DSL as soon as possible.
- If it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**
- **Never copy, print or share the imagery; this is illegal**
- If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.
- However, just as in most circumstances, it is not recommended that school staff view imagery. It is recommended that **schools should not search through devices and delete imagery** unless there is good and clear reason to do so. It is recommended that, in most cases, young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites. Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse, or it is later discovered they did not delete the image, they are committing a criminal offence and the police may become involved. All of these decisions need to be recorded; including times, dates and reasons for decisions made and logged in the safeguarding records.

Reviewed: September 2018





Kimbolton School

## Kimbolton School Designated Staff Safeguarding Responsibility

If you have any Safeguarding concerns, please contact one of these named members of staff

Email: [dsp@kimbolton.cambs.sch.uk](mailto:dsp@kimbolton.cambs.sch.uk)

**Designated Safeguarding Lead**

Senior School

**Mrs C Stokes**

ext.2041



**Designated Safeguarding Lead**

Prep School

**Mr O Stokes**

ext.2062



**Keeping our Children Safe**

### Other Designated Persons

**Mr M Eddon**

Senior Deputy Head  
ext.2202



**Mr J Garland**

Boys Boarding Housemaster  
ext.2273



**Mr E Valletta**

Bursar  
ext.2222



**Mr M Gilbert**

Director of Sport  
ext.2248



**Mr P Foley**

Prep Headmaster  
ext.2261



**Mrs L Collins**

Lower Prep Co-ordinator  
ext.2269



### **Childline**

If you have any concerns, please call the FREE confidential service Tel: 0800 1111



## Appendix 11.



### **Behaviour & Discipline Policy (Senior School)**

All members of staff are responsible for discipline within the classroom and around the school in general. You must be fair and consistent in your discipline and punishments.

Pupils at Kimbolton School are expected to adhere to the school Code of Conduct published at the start of each term in the School Calendar which is distributed to all pupils and parents. This policy is applied in line with the school Safeguarding Policy and Keeping Children Safe in Education (September 2018) and the Prevent Risk Assessment (including if required, the Channel Programme).

The Code of Conduct enshrines the behavioural ethos of Kimbolton School. It was produced with a large degree of staff and pupil input.

*Pupils are expected to show consideration for the interests of other members of the school community and for the School's general well-being. Pupils should treat people inside and outside the School with courtesy and respect. Pupils should care for their school environment and generally contribute to its welfare through self-discipline and common sense. (taken from the Code of Conduct preamble).*

The sanctions imposed on pupils who transgress the expectations and rules of the School are outlined below. Kimbolton School also actively encourages and celebrates *good* behaviour. A system awarding Merits and Commendations is in place, encompassing reward for strong academic performance and excellent behaviour over and above that expected. The Senior and Prep School have systems appropriate to their age related needs.

The Headmaster is responsible for;

- setting the standard of acceptable behaviour
- the maintenance of discipline.
- encouraging good behaviour and respect for others
- preventing all forms of bullying (see Bullying Policy)
- regulating the conduct of pupils

The Sanction process is overseen through the school pastoral and academic systems. Pupils who transgress will be admonished by their tutor/teacher in the first instance. Thereafter, the Hm/HoD and then Senior Deputy Head (who is a member of the safeguarding team)



become involved, depending upon the severity of the case. If at any point there are concerns about safeguarding or a child's wellbeing, then the DSL will be informed.

In certain serious cases, the Senior Deputy Head will become involved at the first stage. The Headmaster will usually delegate the investigation of more serious matters to the Senior Deputy Head. The Senior Deputy Head's report will be used by the Headmaster to determine the appropriate punishment for the offence.

Kimbolton School sanctions should;

- be consistently and fairly applied
- ensure that punishments are proportionate to the offence
- enable pupils to make reparation where possible

### **Senior School Sanctions:-**

Kimbolton School sanctions are progressive;

- a) Departmental detentions
  - b) Conduct detention for minor offences (Friday lunchtime)
  - c) Hm/HoD detention (Friday after school)
  - d) Headmaster's detention (Saturday morning)
  - e) Exclusions
- Detentions are always recorded
  - Detention as a sanction takes precedence over other activities

#### **a) Departmental Detention**

Heads of subject departments take the lead in dealing with academic issues relating to poor work or unacceptable classroom behaviour. Suitable academic work is set by the department. Subject departments inform parents where there is cause for concern over poor academic work.

#### **b) Conduct Detention**

This is used for the minor infringement of school rules and for pupils who have failed to respond to the subject department sanctions. Held on Friday lunchtime in the White Hall 1310 to 1345. Detainees are given a written task. A pupil who misses a Friday detention without due reason is placed in a Friday after school detention by the Senior Deputy Head. A member of the Senior Leadership Team oversees the detention.

#### **c) Friday after school detention**

Friday 1630 to 1745. This is used for a more serious offence, but one not requiring the intervention of the Headmaster or Senior Deputy Head. A Friday after school detention overrides all other activities. Tasks are determined by the Hm (or HoD if purely an academic issue). The Hm or HoD informs parents of the detention and the offence for which it was given by phone, confirmed by letter.



#### **d) Headmaster's Detention**

Saturday 0845 to 1100. The extended Saturday detention for serious offences is at the discretion of the Headmaster, or in his absence, the Senior Deputy Head. Headmaster's Detentions override all other activities (fixtures etc). Pupils report to the Library on the Saturday. The pupil will be seen by the Headmaster personally. Tasks are determined by the Headmaster or Hm/HoD. The Headmaster informs parents of the detention and the offence for which it was given by phone, confirmed by letter.

#### **e) Exclusions (short term and permanent)**

1. Pupils will be excluded:

- in cases of a serious breach of the School's expected standards of behaviour, as set out in the 'Expectations' of the Code of Conduct.
- if the continued presence of the excludee in the School would seriously damage the education or the welfare of other pupils or staff.

2. Factors which are considered before an exclusion

- has an appropriate investigation been conducted?
- has all the relevant evidence been considered?
- Has the pupil's version been heard?
- If appropriate, have teacher(s) and other pupils been consulted/interviewed?

If the balance of probabilities has been established, the pupil may be excluded.

3. Only the Headmaster can exclude. If the Headmaster is absent, the Senior Deputy Head may exclude on a temporary basis pending the return of the Headmaster.

4. A decision to exclude a pupil permanently, as befitting its gravity, is only taken as a last resort when strategies for dealing with disciplinary offences have been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g:

- serious violence, actual or threatened, against a pupil or member of staff. This may take the form of a verbal assault;
- sexual abuse or assault;
- supplying or possessing an illegal drug on school premises (see also *Drugs and Substance Abuse Policy*);
- carrying an offensive weapon.

5. Short term exclusions will usually be for a three – seven day duration.

6. All exclusions will be recorded in the Senior Deputy Head's register.



7. Parents will be informed at the earliest possible instance of the decision to exclude. The information will be relayed to parent(s) by personal interview where practicable.
8. Excluded pupils will be barred from the school premises for the duration of the Exclusion. Their involvement in school arranged trips or events, off the school premises, will also be forbidden whilst Excluded.
9. The *Parental Complaints Procedure* outlines the appeal process.

## **Policy on Physical Restraint of Pupils**

The School reserves the right for its staff to use reasonable force to control or restrain a pupil in specific circumstances, in accordance with the Education and Inspections Act 2006.

### **Points of Reference**

- It is not necessarily unlawful to have contact with children.
- Where reasonable force is used to restrain a pupil, it is defined as 'the minimum needed to achieve the desired result'. Force is not expected to cause injury. Indeed contact must be avoided if possible.
- The circumstances warranting physical force must be 'reasonable'. Force should be the last resort in resolving a situation.
- Intervention is permissible in self-defence.
- Control of this nature may be exercised by teaching staff and non-teaching staff who have a supervisory role.

### **Circumstances when physical intervention may be appropriate**

Force that is reasonable in all the circumstances may be needed to prevent a pupil from doing or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property (including a pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline. This applies both in school and in out of school activity.

To be more specific, reasonable force might be appropriate when:

- pupils are fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- a pupil is behaving in a way that is seriously disrupting a lesson and causing distress to others

### **Application of Force**

Intervention can take several forms; touching, holding, pushing, pulling, leading a pupil by the arm, shepherding a pupil away by placing a hand in the centre of the back.



Except in the most exceptional circumstances where there is no alternative, physical intervention should not include:

- holding a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair
- touching or holding a pupil in a way that might be considered indecent

## **Reporting**

When force is used to control or restrain a pupil, the member of the teaching or non-teaching staff should report the matter orally to the Headmaster, Senior Deputy Head or senior member of staff and provide a written report within 12 hours to the Headmaster. For Prep School pupils, the Prep Headmaster will be informed in the first instance and thereafter the Headmaster.

The report should include:

- the name(s) of pupil(s) involved and when and where the incident occurred
- the name(s) of any witnesses
- the reason force was necessary
- the details of the incident through time
- the pupil's response and the outcome of the incident
- details of any injury to anyone or any damage to property

## **Aftermath**

- The Headmaster or Senior Deputy Head will contact the parents/guardians of the pupil involved as soon as is practical
- Any complaint will be dealt with by procedures already in place

**Reviewed: September 2018**



## Appendix 12



### **Behaviour & Discipline Policy** **(Preparatory School)**

#### **Aims**

At Kimbolton Preparatory School, we aim to create an environment where all pupils, staff and parents can feel safe, happy and respected. The success of this aim is a collective responsibility and hinges on collaboration and cooperation between all parties. The school recognises that appropriate and acceptable behaviour is a key component of the education process and fundamental to facilitating excellent teaching and fostering pupil engagement. Whilst pupils will make mistakes from time to time, some warranting more stringent approaches such as sanctions, the school will always endeavour to reinforce positive attitudes to behaviour and learning at all times. This policy is applied in line with the school Safeguarding Policy and Keeping Children Safe in Education (September 2018).

#### **Promoting Positive Behaviour**

Positive reinforcement is an integral part of our behavioural strategy and whilst our pupils are naturally caring and considerate, they are children, prone to mistakes and we must therefore recognise that not all aspects of positive and acceptable behaviour is immediately embedded. Recognising that pupils will experience challenges as they grow and develop, helps us to identify learning opportunities throughout the pupils' education.

Creating an environment which is engaging, interesting and exciting is crucial for promoting positive behaviour. Lessons should be fully inclusive, well planned and stimulating by giving pupils a range of activities and opportunities to learn. All pupils must assume responsibility for their actions and the choices they make. Empowering pupils to assume more responsibility for their learning, by incorporating investigative and practical activities for journeys of discovery, will only help to promote positive behaviour and engagement. The promotion of positive communication is vital and pupils must be encouraged to coexist harmoniously and with empathy for others. Derogatory and demeaning language must be actively discouraged and the use of 'banter' should not be condoned or excused.

'Respect for others' and making 'positive choices' are the key components of promoting positive behaviour at the Prep school. An effective tutor system means teachers develop strong bonds with their class, which is crucial for identifying and meeting the individual needs of the pupils. Strong classroom management strategies from the outset help pupils to identify with others and their environment and appreciate right from wrong. PSHE lessons are usually led by form teachers, who are best placed to adjust schemes of work to suit the bespoke needs of their class. Flexibility within the curriculum means that tutors are also able to adjust lesson content and timings, where appropriate, to best serve the educational and pastoral needs of the pupils. Daily assemblies, weekly house meetings, the rewards system (see 'Rewards Policy') and pastoral targets further promote positive behaviour.

The successful promotion of positive behaviour relies heavily on the following:



- Clearly publicise and communicate the behaviour policy and procedures to staff, pupils and parents.
- Emphasise to pupils the value of good behaviour and take time to celebrate it.
- Implement rules fairly and follow procedures consistently.
- Establish strong home-school links and communication systems that can be utilised whenever there is a concern.
- Discuss with the pupil their actions and understanding the reasons behind them. Identifying future coping strategies and positive decision making processes.
- Encourage pupils to take more responsibility for themselves and their actions.

### **Sanctions**

The form tutor acts as the pupils' first line of support and in the majority of instances, poor behaviour can be addressed through positive communication with the pupil and/or parent/guardian; however, on occasions firmer formal sanctions may be required. Tutors should be proactive in their approach, highlighting when a pupil is encountering difficulty and taking action to improve behaviour before it becomes a serious concern. Pupils who struggle to learn appropriate emotional and social behaviours will benefit from a more differentiated approach. For Lower Prep tutors (Reception-Year 2), support is available from the **Head of Lower Prep** in the first instance, as well as the **Senior Deputy Head** as and when necessary. Upper Prep tutors should liaise with the **Senior Deputy Head** over pastoral matters. Academic sanctions are issued in conjunction with the Deputy Head (Academic). Both the Senior Deputy Head (Designated Safeguarding Lead) and the Head of Lower Prep are members of the designated safeguarding team. Any concerns regarding safeguarding or a child's welfare will be reported without delay to a Designated Safeguarding Person (DSP).

In the Lower Prep (Reception to Year 2), following a formal verbal warning, a yellow card or red card may be awarded by teachers for inappropriate behaviour.

**Conduct Points** are one method to help Upper Prep pupils improve their behaviour. Tutors could also use reflection, target setting as well as incentives to encourage pupils to improve the standard of their behaviour. **Parents/carers** are also important partners and should be contacted by the tutor or Senior Deputy Head if appropriate. Regular communication with parents, sharing positives, as well as negatives, is highly effective.

Being on **Progress Report** is another method of support and is managed by the Senior Deputy Head (see below).

When sanctions are applied it is the professional responsibility of the individual member of staff confronted with the disciplinary problem to resolve it in the context in which it arises. Any sanction applied must be appropriate to the incident. When applying sanctions staff are advised to:

- Follow the agreed whole school structure
- Listen to what the child has to say and show empathy for their perspective
- Apply sanctions fairly
- Avoid confrontation and arguments
- Make it clear that it is the behaviour **not the child** that is being sanctioned.
- Follow a behaviour management style that avoids early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions



- Take account of individual circumstances before applying the sanction
- Help the pupil to reflect on the effect their behaviour is having on others.

If possible, apply sanctions that help the pupil to reflect on and learn from their mistakes. For example: overzealous behaviour on the playground could result in a 'time out' or loss of certain privileges e.g. ban from playground football for a set period of time.

Lack of consideration for their environment e.g. deliberate acts of untidiness in classrooms, the dining hall or changing rooms could result in the pupil helping to tidy these areas or perform tasks to assist others in keeping such areas in good order e.g. clearing trays, tidying lost property, organising class resources etc. are such examples.

### **Conduct Point**

If positive reinforcement is unsuccessful and having initially made a child aware of his/her poor behaviour, given clear verbal warnings and an opportunity for them to correct their ways. Conduct Points can be issued after discussion with the Senior Deputy Head. Working to the rule of '3 strikes' is a useful benchmark.

- If a child receives a Conduct Point; parents will be contacted by the form tutor. Digital/paper copies of the Conduct Point should be given to the Senior Deputy Head and Form teacher.
- If a child accumulates 3 CPs; the pupils will undertake a lunchtime detention. Parents will be informed by the Senior Deputy Head.

Academic matters e.g. failing to complete prep or meet deadlines etc. should be addressed in conjunction with the Deputy Head Academic. Conduct Points are not issued for academic issues.

### **Further action**

If a member of staff feels that an incident is more serious and requires more than a CP, they should liaise with the Senior Deputy Head before deciding what further action is appropriate. After consultation the Senior Deputy Head may decide to issue a Detention or refer the child to the Headmaster of the Preparatory School for further action.

### **Other Disciplinary Options and Procedures**

#### **Progress Report**

Children, whose work or behaviour is persistently unsatisfactory, may also be placed on a Report Card by the Deputy Head. Members of staff teaching the child are informed when a child is on report, and parents are informed when a child is placed on a Report Card.

#### **Removal of Free Time**

Staff may also keep children in at break time, or lunch time supervised by themselves, but should also inform the Deputy Head, as an 'un-official detention' may be taken into account in future decisions as to whether a child should be given a Detention.

If a child fails to respond to the sanctions outlined above, then it may be necessary for him/her to miss break times or lunch time breaks.

#### **Sending out of class**

In *exceptional* circumstances, and for extremely disruptive behaviour, a child will be escorted (inform neighbouring teacher) to the Senior Deputy Head or Headmaster. However, children should not be sent out of lessons.



### **Suspension and Exclusions**

It may be necessary for the Headmaster to withdraw a pupil for internal suspension.

This would include removal from lessons and all free time. A child may be temporarily or permanently excluded, from School only on the direct and personal action of the Headmaster of Kimbolton School, who will consult fully with the Headmaster of the Preparatory School.

The decision to exclude a pupil rests with the Headmaster of Kimbolton School and in the case of temporary exclusions is final. Parents/guardian may choose to appeal to a panel of School Governors if they disagree with the Headmaster's decision.

**Reviewed September 2018**



## **Kimbolton School**

### **Safeguarding Policy**

**Reviewed:**

- (i) September 2018 following updated statutory guidance, Keeping Children Safe in Education (Sept 2018)
- (ii) **To be reviewed at Board of Governors meeting (Dec 2018)**

**Signed by:**

**Chairman of Governors**

**Supervisory Safeguarding Governor**

**Headmaster**

**Designated Safeguarding Lead**