

# SAFEGUARDING CHILDREN IN EDUCATION POLICY (INCL. EYFS)

## Policy area

Safety, Staff, Students

## Statutory regulation

Children Acts 1989, 2004

Childcare Act 2006

Keeping Children Safe in Education 2021

Sexual Violence & Sexual Harassment between Children in Schools 2021

Working Together to Safeguard Children 2018

Voyeurism & Sexual Offences Act 2019

## SLT Lead

Designated Safeguarding Lead (Tracy Preston)

Deputy Designated Safeguarding Lead, Upper School (Fiona Parsons)

Deputy Designated Safeguarding Lead, Lower School (James Griffiths)

## Council Lead

Chair (Annabel Cody); Council Safeguarding Lead (Sarah Phillips and Angela Dehadray)

## Last Updated

March 2022

# THE KING ALFRED SCHOOL SAFEGUARDING CHILDREN IN EDUCATION POLICY

This policy is for the whole school including EYFS.

This policy has been written with regard to:

- Keeping Children Safe in Education (KCSIE 2021)
- Sexual violence and sexual harassment between children in schools and colleges - GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE Preventing & Tackling Bullying, Mental Health & Behaviour in School
- The Mental Health and Behaviour in Schools Guidance
- Local inter-agency procedures
- Child abuse concerns: guide for practitioners - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Prevent duty guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Disqualification under the Childcare Act 2006 - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Working together to safeguard children - GOV.UK ([www.gov.uk](http://www.gov.uk))
- ISI Commentary on the Regulatory Requirements
- The Domestic Abuse Act 2021

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

- Acceptable IT Use Policy
- Allegations and Concerns raised in relation to staff, supply staff, contractors and volunteers policy
- Anti-Bullying Policy
- Attendance Policy (including Children Missing Education Policy)
- Behaviour Policy
- Child on Child Abuse Policy
- Drugs Policy
- E-Safety Policy
- Health & Safety Policy
- Mental Health, Wellbeing & Emotional Health Policy
- Pastoral Policy
- Preventing Radicalisation Policy
- Recruitment Policy
- SEND Policy
- Sexting in Schools Policy
- Visiting Speakers Policy
- Whistleblowing Policy

This policy is available on the School website and is also available to parents from the Director of Finance and Operations on request.

This policy is reviewed and revised annually or more often if there are changes in guidance or legislation.

Advice and guidance to Staff is contained in the School's Staff Code of Conduct document.

CONTENTS

- Introduction ..... 5
  - COVID 19 ..... 6
  - Useful Contact Details ..... 7
- 1. Key personnel ..... 8
  - a) Designated Safeguarding Lead (DSL) ..... 9
  - b) DSL Responsibilities ..... 9
    - Managing referrals ..... 9
    - Working with Others: ..... 9
    - Information Sharing & Managing Child Protection Files ..... 10
    - Training ..... 10
    - Raise Awareness ..... 11
    - Child protection file ..... 11
    - Availability ..... 11
  - c) Class/Form Tutors & other Adults in the School ..... 11
  - d) School Governing Body (Council) ..... 12
- 2. Whistleblowing ..... 12
- 3. Where there is an allegation of Abuse Against a Member of Staff or Volunteer ..... 13
  - a) Allegations That May Meet the Harms Threshold ..... 13
  - b) Concerns That Do Not Meet The Harms Thershold ..... 15
  - Non recent allegations ..... 15
- 4. Specific Procedures ..... 16
  - a) Dealing with A Disclosure from A Child ..... 16
  - b) Where it is believed that a child is at risk of Significant Harm ..... 18
  - c) Child in Need ..... 18
  - d) Early Help ..... 18
  - e) Where a child is in need of Additional Support ..... 19
  - f) SEND Children ..... 19
  - g) Mental Health ..... 19
  - h) Where a child is missing from Education ..... 20
- 5. Safeguarding Issues ..... 21
  - Peer on Peer Abuse and/or Sexual Violence and Sexual Harassment between children. .... 22
- 6. Confidentiality And Information Sharing ..... 27
- 7. Record Keeping ..... 28
- 8. Liaison with Other Agencies ..... 28

|     |   |    |
|-----|---|----|
| 9.  | Informing Parents.....  | 28 |
| 10. | Preventing Unsuitable People Working With Children .....  | 29 |
|     | a) Recruitment.....   | 29 |
|     | b) Actions if a member of staff or other individual is found to have acted inappropriately .... | 29 |
|     | c) EYFS.....  | 29 |
| 11. | Training and Induction.....   | 30 |
| 12. | Teaching Children How To Keep Safe Including Online And In Other Settings.....                  | 31 |
| 13. | Remote Learning .....   | 33 |
| 14. | Filtering and monitoring.....   | 33 |
| 15. | Support for Pupils .....  | 34 |
| 16. | Elective home education.....  | 34 |
| 17. | Staff Code of Conduct.....  | 34 |
| 18. | Drug Use and Safeguarding .....   | 35 |
| 19. | Children of Drug Using Parents .....  | 35 |
| 20. | Looked After Children.....  | 36 |
| 21. | Homelessness .....  | 36 |
| 22. | Children with Family Members In Prison.....   | 36 |
| 23. | Off-Site/Before And After School Activities .....   | 37 |
| 24. | One To One Contact In School.....   | 37 |
|     | Appendix 1 – Flowchart: Actions for where there are concerns about a child.....                 | 38 |
|     | Appendix 2 – Indicators of abuse .....  | 39 |
|     | Appendix 3 - Sexual Violence And Sexual Harassment Between Children .....                       | 43 |
|     | Appendix 4 – Whole School Intimate Care Policy .....  | 45 |
|     | Appendix 5 – Handheld devices/Mobile Phone and Camera Use .....                                 | 46 |
|     | Handheld Devices/Mobiles for Students .....   | 46 |
|     | Handheld Devices/Mobiles For Staff.....   | 46 |
|     | Cameras and Photographs .....   | 46 |
|     | Appendix 6 - Safeguarding And Welfare Report Form .....   | 48 |
|     | Appendix 7 – Late collection Procedure .....  | 49 |

## INTRODUCTION

The King Alfred School (KAS) is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We believe that our School should provide a caring, positive, safe and stimulating environment and the health, safety and wellbeing of all our pupils are of paramount importance to all the staff at KAS.

The school promotes an environment where staff are able to raise concerns and are fully supported in their safeguarding role. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals must make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

Staff working with children should adopt the attitude of "it could happen here". When concerned about the welfare of a child, staff should always act in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Anyone can make a referral to the Local Multi Agency Safeguarding Hub (MASH), and parental consent is not required for a Safeguarding referral. KAS will always follow safeguarding procedures in line with local procedures.

Systems are in place and promoted, easily understood and accessible for all children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.

If a child is at serious risk of harm, then in the first instance a referral to the Local Multi Agency Safeguarding Hub (MASH) team should be made and the DSL immediately informed:

- For Pupils in Barnet concerns about a child should be referred to Barnet Multi Agency Safeguarding Hub (MASH) on 020 8359 4066 (out of hours 0208 359 2000) or email: [mash@barnet.gov.uk](mailto:mash@barnet.gov.uk) or contact The Barnet Safeguarding Children Partnership - Worried About A Child ([thebarnetscp.org.uk](http://thebarnetscp.org.uk))
- For allegations about a teacher or other adult should be made to Local Authority Dedicated Officer(s) Barnet (LADO) – Rob Wratten – can be contacted on 07801 992592 or 020 8359 4066 (out of hours 0108 359 2000) or email: [lado@barnet.gcsx.gov.uk](mailto:lado@barnet.gcsx.gov.uk)
- For concerns about children who may be at risk of being drawn into terrorism contact:
  - UK Anti-Terrorist Hotline on 0800 789 321
  - Crime Stoppers: 0800 555 111
  - Non-Emergency Police Contact: 101

The School understands its role in multi-agency safeguarding arrangements and in line with the statutory guidance Working Together to Safeguard Children, creates a working relationship and works closely with our three local safeguarding partners (listed below). These include the police and social services, in deciding how to investigate any incidents. The School could rely on evidence provided to it arising from investigations carried out by the police and social services if they consider that further internal investigation would not be appropriate or necessary.

Safeguarding Partners:

- Kay Matthews – Chief Operating Office Barnet Clinical Commissioning Group
- John Hooton – Chief Executive London Borough of Barnet
- Barry Loader – Detective Superintendent, Head of Safeguarding Barnet Brent & Harrow

## COVID 19

During the Coronavirus outbreak the school continues to have appropriate regard to KCSIE and keeping all children safe.

From September 2021 the school will continue to follow Department for Education guidance concerning all aspects of the school including testing, site requirements, bubbles and masks etc.

During the pandemic, the school produced three documents with regards to Safeguarding during this time to help staff navigate the changes to teaching including online teaching:

- Annex to King Alfred School Safeguarding Policy – version 1.2 1st Sept 2020 -Full Return to School during Covid19
- Safeguarding Arrangements during the COVID-19 outbreak - Addendum to The King Alfred School Safeguarding Children in Education Policy -(September 2019/20)
- Safeguarding Arrangements during the COVID-19 outbreak -Addendum to The King Alfred School Acceptable IT Use Policy (July 2018), and Keeping Children and Staff Safe (Staff Code of Conduct) – (September 2021)

These are available on request.

## Useful Contact Details

Barnet Multi Agency Safeguarding Hub  
(MASH)

[mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)

Tel: 020 8359 4066 out of hours 0208 359 2000

**Barnet's Local Authority Designated Officer**  
(LADO)

Rob Wratten

[lado@barnet.gcsx.gov.uk](mailto:lado@barnet.gcsx.gov.uk)

Tel: 07801 992592 (main switchboard: 0208  
359 4066)

(Assistant Administration LADO)

[Rebecca.alexander@barnet.gov.uk](mailto:Rebecca.alexander@barnet.gov.uk)

(Secure LADO Mailbox)

[lado@barnet.gcsx.gov.uk](mailto:lado@barnet.gcsx.gov.uk)

Childline helpline:

0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

Disclosure and Barring Services (DBS)

PO Box 181, Darlington, DL1 9FA Tel: 0300  
123 1111

UK Anti-Terrorist Hotline

Tel: 0800 789321

Prevent

Tel: 0800 800 5000

FGM Hotline

[0800 028 3550](tel:08000283550)

[fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

NSPCC Website

NSPCC [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Internet Safety

CEOP – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Police

To speak to a police officer contact PC

Mark Martin PC1312NW

[mark.martin@met.police.uk](mailto:mark.martin@met.police.uk)

Tel: 0208 733 5857

Otherwise, for non-emergencies – contact  
101

Where there is a risk to life or likelihood of  
serious immediate harm – contact 999

## School Contacts

Head (*Robert Lobatto*)

[robertl@kingalfred.org.uk](mailto:robertl@kingalfred.org.uk), 020 8457 5202

Council chair (*Annabel Cody*)

[acody@kingalfred.org.uk](mailto:acody@kingalfred.org.uk), 020 8457 5202

Council Safeguarding Leads

(*Sarah Phillips – until July 2022*)

[sarahp@kingalfred.org.uk](mailto:sarahp@kingalfred.org.uk)

(*Angela Dehadray – from February 2022*)

[angied@kingalfred.org.uk](mailto:angied@kingalfred.org.uk)

# 1. KEY PERSONNEL



Tracy Preston  
Designated Safeguarding  
Lead  
Fives Court Building  
0208 457 5257



James Griffiths  
Lower School Deputy  
Safeguarding Lead  
Lower School Office  
0208 457 5261




Fiona Parsons  
Upper School Deputy  
Safeguarding Lead  
Blue Building  
0208 457 5165

Ivy Wood




Claire Michael  
EYFS  
Coordinator  
0208 457 5294

Lower School




Karen Thomas  
Head of Lower  
School  
0208 457 5212

6-8




Julian Reed  
Director of 6-8  
0208 457 5185




Adam Findlay  
Head of Year 7  
0208 457 5220


9-11



Claire Murphy  
Head of Year 8/9  
0208 457 5171



Sam Kirkwood  
Head of Year 10  
0208 457 5288



Alex Wahnon  
Head of Year 11  
0208 457 5288

Sixth Form



Takako Yeung  
Director of 6<sup>th</sup>  
Form  
0208 457 5161



Sheila Hanlon  
Assistant Head of  
Sixth Form  
0208 457 5242

Other Members of  
Safeguarding Team:



Lynne Sasson  
Assistant Head of Year 8/9  
0208 457 5250



Magdalena Krajewska-  
Lewandowska  
School Nurse  
0208 457 5207



a) Designated Safeguarding Lead (DSL)

- The Designated Safeguarding Lead (DSL), Tracy Preston, takes overall responsibility for safeguarding in the school, including EYFS. The Head of Lower School, Karen Thomas, is the designated person with responsibility for EYFS (Early Years' Foundation Stage, i.e. children aged under 5 years).
- The Deputy Designated Safeguarding Leads are Fiona Parsons, Assistant Head Pastoral Care & Wellbeing and James Griffiths, Deputy Head, Lower School.
- In addition the school has 8 other members of staff who are part of the Safeguarding Team and trained to Level Three Safeguarding who also monitor children who may be at risk. They are Julian Reed (Director of 6-8), Daniel Love (Head of Personalised Learning), Magda Krajewska-Lewandowska (School Nurse), Claire Michael (Ivy Wood Co-Ordinator), Adam Findlay (Head of Year 7), Claire Murphy (Head of Year 8 & 9), Lynne Sasson (Ass. Head of Year 8/9), Emma Sevitt (Head of Year 10 & 11) and Takako Yeung (Head of 6<sup>th</sup> Form). We can also seek advice from the school doctor at any time.
- There is a full time on-site school nurse with an open door policy accessible to children and parents providing further opportunities for detecting concerns and an additional avenue for communication. The school nurse may be the first port of call for external agencies notifying the school of concerns, they will pass on information to the DSL or their deputy immediately.

b) DSL Responsibilities

The DSL is responsible for:

- Will work to develop a culture of listening so that all staff feel confident to stop and listen to pupils who raise concerns – no matter how small.
- Liaising with the three safeguarding partners and working with other agencies in line with Working Together to Safeguard children.
- Updating the safeguarding policy, staff safeguarding training and providing support and guidance for staff and pupils.
- Ensuring that there is a structured procedure which will be followed in cases of suspected abuse.
- Ensuring that there is a systematic means of monitoring children known or thought to be at risk of harm.

*Managing referrals*

The DSL will:

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

*Working with Others:*

The DSL will:

- act as a point of contact with the three safeguarding partners;
- liaise with the Head to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.
- Where children need a social worker and/or has a Child in Need or Child Protection Plan, the DSL will liaise with the local authorities to share information which may inform decisions about safeguarding (for example responding to unauthorized absence or missing education) and promote welfare (for example consider the provision of pastoral and/or academic support) to ensure these children do well.

#### *Information Sharing & Managing Child Protection Files*

The DSL is responsible for ensuring that child protection records are kept up to date.

- Information is kept confidential and stored securely.
- Concerns and referrals are kept on My Concern and include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - Notes of actions taken, decisions reached and the outcome
- Up to date, detailed, accurate, secure written records of concerns and referrals are maintained.

#### *Training*

Training undertaken by the DSL will ensure they:

- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority **children's social care referral** arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- **ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;**
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand and support the with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### *Raise Awareness*

The DSL will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

### *Child protection file*

Where children leave the school the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. When a child leaves and the school does not have details of the new school, the DSL will contact the Local Authority about the child protection file.

### *Availability*

During term time the DSL will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DLS will be available in person, in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

### c) Class/Form Tutors & other Adults in the School

The school recognises that the class/form teacher is the first stage in the pastoral care of a child in school, and all staff are made aware of the early help process and understand their role in it. All teachers are well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. **All staff are aware of the school's systems to support safeguarding and these are explained as part of their induction and annually in safeguarding training.**

All adults in the school should be aware of their duty of care to the children, the importance of listening to them and taking their concerns seriously. All staff must recognise that to address risks and prevent issues from escalating it is important the children receive the right help at the right time, and the early signs of abuse, neglect and radicalisation are acted upon.

Staff should not assume somebody else will take action and should share information that may be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification and assessment of appropriate provisions for a child.

It is the responsibility of every member of staff to ensure they are fully cognisant of the procedures detailed within this policy and to maintain an attitude of 'it could happen here'.

#### d) School Governing Body (Council)

Council fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children, and will ensure its facilitates a whole school approach to safeguarding. Council members will ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately all systems, processes and policies should operate with the best interests of the child at heart.

**Where there is a safeguarding concern, Council and the school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.**

Council will ensure that the appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

It will:

- Nominate a Council member for safeguarding responsibilities who will oversee the school's safeguarding policy and practice and champion safeguarding issues.
- Ensure that they understand the local criteria for action and the local protocol and they are reflected in their own policies and procedures.
- Ensure there are procedures in place to manage safeguarding concerns.
- Ensure that training and induction occurs so that staff members are fully up-to-date on their responsibilities.
- Ensure that all staff read Part One of KCSIE and that those who do not work directly with children read either Part One or Annex A
- Council will ensure that mechanisms are in place to assist staff to understand and carry out their roles and responsibilities as set out in Part One of KCSIE.
- Receive an annual report on safeguarding.
- Ensure that an annual audit is carried out of the school's policies and procedures to safeguard children and of how effectively the related duties have been discharged.

The nominated members of Council for Safeguarding are Annabel Cody, Chair and Sarah Phillips and their contact details can be obtained via the Director of Finance & Operations.

## 2. WHISTLEBLOWING

*Please refer to the Whistleblowing Policy.*

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Head, unless the complaint is about the Head, in which case concern should be reported to the Chair of Council. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. The school's Whistleblowing Policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

### 3. WHERE THERE IS AN ALLEGATION OF ABUSE AGAINST A MEMBER OF STAFF OR VOLUNTEER

A pupil, member of staff, supply teacher or a volunteer may make an allegation of a buse against a member of staff, supply teacher, contractor or a volunteer. That member of staff can include the DSL and the Head.

A pupil may make such an allegation to another pupil, a parent, and a member of staff, supply teacher or a volunteer. All staff, supply teachers and volunteers must be aware of their duty to both pass on concerns and raise concerns, where they exist, about the attitude or actions of colleagues or volunteers.

If a pupil informs their parent of any such allegation the School reasonably expects that the parent will report the allegation to the School and other appropriate authorities to enable appropriate enquiries to be undertaken.

If an allegation is made, the member of staff, supply teacher, contractor or volunteer receiving the allegation will immediately inform the Head, unless they are the object of the allegation. In this case allegations concerning the Head should immediately be referred to the Chair of Council who will consult with the Barnet LADO's lead Officer for Child Protection without informing the Head. If the allegation is about the DSL then the Head will be informed who will then consult the LADO.

Where there is an allegation about a member of Council the school will follow the same procedures. Where an allegation is substantiated the school should follow procedures to remove them from office.

#### a) Allegations That May Meet the Harms Threshold

Where a teacher, supply teacher, other staff, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This may have happened outside of school and might make the individual unsuitable to work with children – this is transferrable risk.)

#### Initial Response to an Allegation

Where a child has been harmed, that there may be immediate risk of harm or if the situation is an emergency, the school will contact Barnet MASH and as appropriate the police immediately.

Look after the welfare of the child – the DSL will ensure that the child is not at risk and refer the suspected case of abuse to the local authority.

Investigating and supporting the person subject to the allegation – the case manager (appointed by the Head) should discuss with the LADO the nature, content and context of the allegation and agree a course of action.

- The Procedures for dealing with allegations will be applied with common sense and judgement.

- Allegations will be dealt with quickly, fairly and consistently
- Effective protection will be provided for the child and support for the person subjected to the allegation.

Before contacting the LADO, the Head will conduct basic enquiries in line with the local procedures to establish facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- Was the individual in school at the time of the allegations?
- Did the individual, or could they have, come into contact with the child?
- Are there any witnesses?
- Was there any CCTV footage?

When to inform the individual of the allegation should be considered carefully on a case by case basis, with guidance from the LADO and if appropriate the police and children's social care.

A strategy discussion will be convened with Children/s social care and police if necessary as per Working Together to Safeguarding Children. Where there are concerns about the welfare of other children or the member of staff's family, they will discuss these concerns with the DSL and make a risk assessment of the situation.

Where it is clear that an investigation by the police or children's social care is unnecessary, the LADO should discuss next steps with the school. Where no further action will be taken the decision will be recorded and justification for it, and it will be agreed on what information should be put in writing to the individual concerned and by whom.

Where the case involves a supply teacher or contracted staff, the school will ensure allegations are dealt with properly and involve the agencies who should co-operate with any inquiries from the LADO and police.

The following definitions will be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Suspension of the individual who is the subject of the allegation will not be automatic and will only be applied if there is no reasonable alternative, after consultation with the Barnet LADO and the Police. Considerations will be given before suspending a member of staff, due to an allegation that has been made against them such as; providing an assistant to be present, redeploying the member of staff to alternative work that does not involve unsupervised work with children, moving the child to another class, and redeploying the member of staff to another role in a different location. The reasons and justification for such a decision will be recorded by the School and the individual will be notified of the reasons.

Appropriate pastoral care and a named contact will be put in place for any suspended member of staff. Allegations that are found to be malicious will be removed from personnel records and any that are unfounded or malicious will not be referred to in employer references.

Pupils who are found to have made malicious allegations will be subject to the School's Behaviour Policy and, after investigation, sanctions may include temporary or permanent exclusion, in addition to a referral to the Police if there are grounds to believe that a criminal offence has been committed.

If, following an allegation of abuse, a member of staff is found to have acted inappropriately, then this will be followed up as set out in section 11 'Preventing unsuitable people from working with children'.

#### b) Concerns That Do Not Meet The Harms Threshold

The term "Low-level" concern does not mean that it is insignificant. It is any concern that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider referring to the LADO.

Examples of this may be:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or;
- Using inappropriate sexualised, intimidating or offensive language

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. This will also protect those working in or on behalf of the school from potential false allegations or misunderstanding.

Low level concerns should be shared with the DSL. Where a low level concern is raised about the DSL it should be shared with the Head.

All low level concerns will be recorded in writing by the DSL and the record will include the context in which the concern arose, and action taken. The name of the individual sharing the concern will also be noted and a wish for anonymity will be respected as far as possible.

#### Non recent allegations

Where an adult makes an allegation to the school that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

## 4. SPECIFIC PROCEDURES

Safeguarding incidents and behaviours can be associated with factors outside the school and can occur between children outside of the school. All staff, but especially the DSL or deputies, will consider the context within which such incidents and behaviours occur. This contextual safeguarding considers whether **wider environmental factors are present in a child's life that are a threat to their safety and welfare** which could include whether children are at risk of abuse or exploitation outside of their families. When making a referral it is important to include as much contextual information about a child as possible. This allows any assessment to consider all the available evidence and the full context of any abuse.

### a) Dealing with A Disclosure from A Child

If a child makes a disclosure of abuse of any kind to a teacher or other people, they should be given support and reassurance, but must not be promised confidentiality.<sup>1</sup> The initial response to a disclosure should be to take the child seriously. The teacher or other adult should listen to what the child has to say, but avoid asking leading questions about the abuse, although they may ask questions about the child's feelings and general welfare. If possible, they should make notes at the time, and should then immediately write a full report on MyConcern (or by hand on a safeguarding report form) which will then automatically alert the DSL and deputy DSLs. The report should distinguish clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the report. Ultimately the best interests of the child are paramount.

**Every attempt will be made to offer support for the child whilst at school, and to take the child's wishes and feelings into account when determining what action should be taken.**

It is important to convey to the child that if they tell you something which indicates that they could be at risk of harm, or that anyone else could be at risk of harm, then you have to tell someone. This 'Someone' should be the DSL or the Deputy DSL. You should never promise to keep anything a secret.

In light of this information, the child may then choose not to tell you. They have a right to do this and will hopefully tell what they have to at another time when they are ready. You should not pressure them. If they do choose not to tell you should still inform the DSL or deputy DSL of what has happened

Receive:

- Listen to what is being said, try not to display shock or disbelief.
- Accept what is being said but do not comment upon it.
- Record the information as soon as possible.

Reassure:

- All staff should reassure victims that they are being taken seriously and they will be supported and kept safe.
- Reassure the pupil but only so far as is honest and reliable, for example don't make promises you may not be able to keep, such as, "I'll stay with you", or, "Everything will be all right now".
- **Don't** promise confidentiality; you have a duty to refer.

---

<sup>1</sup> Please note, "disclosure" of abuse is when a child reports an alleged abuse.



- Do reassure and alleviate shame and guilt, if the pupil refers to it. For example, you could say: "You are not to blame." or "You are not alone, you're not the only one this sort of thing has happened to." **A victim should never be** given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should they feel ashamed to make a report.

Reaction:

- Do not ask 'leading' questions, for example, "what did s/he do next?" (This assumes s/he did!), or, "Did s/he touch your private parts?" Such questions may invalidate your evidence (and the pupil's) in any later prosecution in court.
- Do not criticise the perpetrator; the pupil may love him/her, and reconciliation may be possible.

Where there is concern about a child, Staff members working with children should maintain an attitude of "it could happen here" where safeguarding is concerned and that SEND children are particularly vulnerable. Knowing what to look for is vital in the early identification of abuse and neglect.

When any member of staff has a serious concern about a child the DSL or in their absence the Deputy DSL **MUST** at once be informed. See Appendix 2 for Indicators of abuse including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation. Should it be suspected that a member of staff or other school adult has committed the abuse then the procedures from Section (j) must be followed. Should it be felt that any concerns are not being addressed, for example, that a child is not receiving the support necessary or that the child's wellbeing is deteriorating, then the DSL must be kept informed or, if necessary, the local authority contacted.

When there are concerns that a child may be in need of help or be at risk, the DSL will discuss the matter immediately, or within 24 hours of a disclosure with Barnet Multi- Agency Safeguarding Hub (MASH). This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the School should not do anything that could jeopardise a police investigation, such as asking a child leading questions or attempting to investigate any allegation.

If after the referral the child's situation does not appear to be improving, the DSL (or person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Any cause for concern is discussed during Safeguarding meetings, which are held half- termly, and the DSL and Assistant Head (Personal development and well-being) meet on a weekly basis to discuss ongoing concerns about children. All notes about safeguarding concerns are kept on My Concern with access limited to the relevant members of the Safeguarding Team, the DSL and Deputy DSLs only.

Staff are aware that if there is a pastoral concern which may inform part of a greater picture about a child, that they should report this on SIMS which is copied to the Head of Year and DSL who will discuss the concern and monitor it going forward. This may involve setting up a Team around the Child (TAC) meeting to support the child.

Once the Safeguarding Team discusses a case it will decide on AN appropriate response (child welfare plan) including:

- Monitoring – setting up a Pastoral Care plan where necessary
- Discussion with child
- Discussion with parents or guardian (where this would not put the child at further risk)
- Banning people from site who may create a feeling of lack of safety for a child
- Organising a TAC meeting about the child at school
- Or Referral to Barnet Social Care Services.

At each meeting there will be a discussion of each child on the My Concern register, and review if any change is needed to their welfare plan. This keeps the Safeguarding Team informed of latest developments.

After referring any concern, members of staff should feel supported through:

- debriefing by the DSL or Deputy DSL
- support from the appropriate senior or middle leaders

The overall procedures of the Safeguarding Team are monitored by the Council Member responsible for Safeguarding, and Council receives reports termly informing them of the number of current cases.

#### b) Where it is believed that a child is at risk of Significant Harm

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone may make a referral. Where referrals are not made by the DSL, the DSL or Deputy DSL should be informed as soon as possible that a referral has been made. Although decisions to seek support for a child in need would normally be taken in consultation with parents, the consent of parents or the child is not required and will not be sought for a referral where there are reasonable grounds to believe that in so doing the child will be at risk of significant harm. If a teacher in the course of their work discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police by calling 999 immediately (and then inform the DSL), if the girl has suffered significant harm or otherwise the NSPCC FGM helpline 0808 028 3550. For further contact details please see the 'Useful Contacts' section above.

#### c) Child in Need

A child in need is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled.

#### d) Early Help

All school staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. This means that even when concerns raised do not reach the thresholds of 'significant harm' we have an opportunity to intervene early with children and their families to prevent concerns escalating and instead promote social and emotional wellbeing. If Early Help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in Early Help assessments, in some cases acting as the lead professional. Any such cases will be kept under constant review, and

consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from Early Help, but staff should look for potential need for Early Help in a child who:

- Is disabled, has special needs
- Has special education needs
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behavior including gangs
- Is frequently missing/goes missing from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family which presents challenges for the child such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse or neglect
- Is at risk of being radicalized or exploited
- Is a privately fostered child

e) Where a child is in need of Additional Support

Should a child be in need of additional support from one or more agencies the school will keep in close touch with such agencies, assist with interagency assessment using local processes, including the use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches. The DSL or the relevant Deputy DSL will attend any relevant meetings and will follow agreed procedures.

To help make decisions on the child's level of need and the appropriate services to refer to for service, the school will refer to Barnet's thresholds and eligibility criteria. Referral for early help services will be made by way of an e- CAF referral to Barnet's MASH Team (or the relevant local authority where the child resides) for children with low level help needs who may need extra services to help them achieve good outcomes.

f) SEND Children

*Please see the SEND policy.*

Children with special educational needs (SEND) and disabilities can be more prone to peer group isolation than other children. To address these challenges KAS offers extra pastoral support for children with SEN and disabilities.

g) Mental Health

*Please refer to the Mental Health, Wellbeing and Emotional Health Policy.*

The school acknowledges that it has an important role to play in supporting the mental health and wellbeing of pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Through our Team Around the Child Meetings and Pastoral Support Plans the Heads of Year are able to swiftly identify children who would benefit from additional support. The school recognizes that only appropriately trained professionals should attempt to make a diagnosis of

mental health problems and will liaise with the Working Together to Safeguard Children partners.

h) Where a child is missing from Education

*Please refer to the Attendance Policy (including Children Missing Education) for further information.*

All children are entitled to a full time education which is suitable for their age, ability, aptitude and any special educational needs they may have. Going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalization. It may also indicate mental health problems or risk of substance abuse. Staff must report to the DSL and deputies any unexplained absences, any regular pattern or absences, any agreed absences that are prolonged and any indication that a pupil/family have a planned absence in term time that has not been approved by the school. The school will hold at least two contact numbers for the child. The Head and DSL will discuss such absences with Barnet Social Care Services.

In addition, the following circumstances will also be reported to the local authority where the child lives:

- Ten days of unauthorised absence (other than for reasons of sickness or leave of absence).
- Failure to attend school regularly (see KCSIE).
- If a child has been taken out of school to be home educated.
- If a child has been certified as medically unfit to attend.
- If a child is in custody for more than four months, or has been permanently excluded.

This duty arises as soon as the grounds above are met and in any event before deleting a child's name from the admission register.

In the case, of a child leaving the school when the next school is not known; the circumstance will be reported as soon as possible to the Local Authority in which the pupil lives.

For more details, staff are directed to the London Safeguarding Children Partnership's Board procedures, a copy of which is available at the London Safeguarding Children Partnership website ([www.londonscb.gov.uk](http://www.londonscb.gov.uk)).

i) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## j) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

## 5. SAFEGUARDING ISSUES

*Please see Appendix 2 on Indicators of Abuse incl. FGM & Child Sexual Exploitation.*

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another.

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi nude images and/or videos can be signs that children are at risk. Consensual image sharing – especially between older children of the same age may require a different response. It may not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive.

The NSPCC website regularly updates its information on child abuse and is a useful resource for all staff in raising awareness of potential indicators of a child protection concern. See <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. 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.

## 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. The sexual abuse of children by other children is a specific safeguarding issue in Education – *please see the Peer on Peer Abuse policy.*

## Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in 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 failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Please be alert to the possibility that a student may be being abused by another student at the school. Where the suspected abuse is by another child/young person, both children (i.e. suspected abuser and abused) must be referred.

Peer on Peer Abuse and/or Sexual Violence and Sexual Harassment between children.

*Please refer to Appendix 3.*

King Alfred School believes that the issue of Child on Child Abuses and Sexual Violence and Sexual Harassment between children is of the utmost importance and has a zero tolerance approach to abuse. As such we have written a stand alone Child On Child Abuse Policy. Please read this policy for further information and procedures to deal with Peer on Peer Abuse and Sexual Violence and Sexual Harassment between children..

All staff should be aware that children can abuse other children physically and sexually, and that it can happen both inside and outside of school or online. It is important that all staff recognise the indicators and signs of peer on peer abuse and how to identify it and respond to reports.

All staff should understand that even if there are no reports in school it does not mean that it is not happening. It may be the case that it is just not being reported. As such it is important that if staff have ANY concerns regarding peer on peer abuse they should speak to the DSL or a member of SLT.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as banter or having a laugh, part of growing up or boys will be boys, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on Peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes images or videos (also known as sexting and youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group (and may also include an online element).

Any allegation should immediately be reported to the Head or DSL or Deputy DSL. As with any other allegation, suspension for an alleged abuser will not be automatic, but will be considered if a pupil is deemed to pose a risk to other children in the school and will take legal thresholds into consideration.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions

Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

#### Domestic Abuse/Violence

Children and young people who witness domestic violence are vulnerable and it can cause significant harm in terms of their emotional and behavioural development. It can impact a child when they witness it at home and/or suffer it in an intimate personal relationship. In some cases a child may blame themselves for the abuse or may have left the family home as a result.

Domestic Abuse/Violence is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim regardless of gender, age, ethnicity, socio-economic status, sexuality or background and can take place inside or outside of the home. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to a "teenage relationship abuse".

Staff should discuss concerns with the DSL or deputy DSL. Any decision about what degree of concern is appropriate should include consideration about everyone in the child's household – particularly young children. If there are concerns, the DSL will consult with the local authority MASH team.

#### Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) including County Lines

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

CSE in particular is a form of child sexual abuse which may involve physical contact including assault by penetration or non-penetrative acts and it may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in a sexual inappropriate way or grooming a child in preparation for abuse including via the internet.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organized abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity



appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CSE can occur over time or be a **one-off occurrence and may happen without the child's** immediate knowledge – e.g. through sharing videos or images of them on social media. It can affect any child who has been coerced into engaging in sexual activities and can include 16 and 17 year olds who can legally consent to have sex. Some children may not realise that they are being exploited e.g they believe they are in a genuine romantic relationship.

County Lines is the Criminal exploitation of children and is geographically widespread. Drug networks, or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying involvement are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

#### Serious Violence

Indicators that children may be at risk from, or are involved with Serious Violent Crime may include absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. These children may be at risk of Child Criminal Exploitation.

All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experience child maltreatment and having been involved in offending, such as theft or robbery.

#### Mental Health/Physical Health

Staff must report to the DSL any observation of deterioration of a child's health, either mental or physical. This includes known medical conditions, such as asthma, but staff must also be alert to symptoms of mental ill-health, such as eating disorders or self-harming, low mood, excessive tiredness, school refusing. Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse or neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, but staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or risk developing one. The school will work with external agencies to help identify children in need of extra mental health support.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence **and into adulthood**. **It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.**

#### Modern Slavery and the National Referral Mechanism

Modern Slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

#### Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. Crimes include:

- Unauthorised access to computers (illegal hacking), accessing a schools computer network to look for test paper answers or to change grades.
- Denial of Service (Dos or DDoS) attacks or "booting". These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- Making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

So Called Honour Based Abuse (HBA) incl. FGM

So-called Honour based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professional curiosity is vital, and all staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Indicators should not be viewed in isolation – they all inter-relate.

Forcing a person into marriage is a crime in England and Wales. Forced marriage is one entered into without the full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional or psychological and schools can play an important role in safeguarding children from forced marriage.

The school acknowledges that it has now been mandatory since October 2015, that teachers report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate. It is therefore essential that all staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Pupils at Risk of Radicalisation

*Please refer to the Preventing Radicalisation Policy.*

The school assesses the risk and likelihood of pupils being drawn into terrorism or extremism. If it appears that a pupil is at risk of radicalisation, or displays any indication that they have been exposed to extremism, the DSL must be informed immediately. The DSL will consider the level of risk to identify the most appropriate referral, which could include Channel (Anti-Terrorism) or Barnet MASH. Normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism.

Although decisions to seek support for a child in need, including when there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

## 6. CONFIDENTIALITY AND INFORMATION SHARING

*The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguarding and promote the welfare and protect the safety of children.*

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The school has clear powers to share, hold and use information for these purposes.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL or Deputy DSL or outside agency as required. KAS recognises that all matters relating to child protection are confidential, in the sense that they must not generally be discussed. The DSL will keep the Head informed of any concerns and the Head and DSL will decide if any information about a pupil should be disclosed to other members of staff. The DSL, and in their absence the Deputy DSL, must be informed immediately under the procedures below by the person suspecting abuse. The DSL will decide who else should be informed within the school.

The DSL or Deputy DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that in making decisions about what to share the needs of the child are considered as paramount. The DSL holds up to date contact details of all the agencies involved with King Alfred pupils and in the case of a child who has suffered or is likely to suffer significant harm, the Social Care Services in the area where the pupil resides will be informed immediately where practicable, and in any event within 24 hours. All communications should be followed up in writing.
- In a situation where a child may be disclosing personal information that may pose a danger to the child or to others, the member of staff must not promise the child unconditional confidentiality, as this may ultimately not be in the interests of the child.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them. We do not promise the child confidentiality.
- It is extremely important that should any allegation be made against a member of staff, all staff within the School make every effort to maintain confidentiality and guard against unwanted publicity while such an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence.
- In the event of an allegation against a member of staff or other adult working at the school, the School should take advice from the Local Authority Designated Officers (LADO), police and local authority social care services to agree the following:
  - Who needs to know, and more importantly, exactly what information can be shared; (In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998).
  - How to manage speculation, leaks and gossip and what information if any can be reasonably given to the wide community to reduce speculation.

## 7. RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions are kept on My Concern and in pastoral notes.

The School will:

- Keep clear detailed records of concerns (on MyConcern about children (noting the date, event, decisions made and reasons for those decisions, and action taken), even where there is no need to refer the matter to MASH immediately;
- Include details of how the concern was followed up and resolved, decisions reached and the outcome;
- Ensure any paper records are kept secure, separate from the main pupil file, and in locked locations;
- Ensure all relevant safeguarding records – including MyConcern records, are sent to the receiving school or establishment in a prompt and timely manner when a pupil moves school by the Designated Safeguarding Lead (DSL) (When there are serious case reviews in relation to cases where children have been seriously harmed, a common finding is that sharing information across agencies was not adequate).

## 8. LIAISON WITH OTHER AGENCIES

As mentioned, the school will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance and written reports at initial case conferences, core groups and safeguarding review conferences.

In particular, the school will notify the relevant local authority Safeguarding Partnership if:

- It should have to exclude a pupil on the safeguarding register (whether fixed term or permanently)
- There is an unexplained absence of a pupil on the safeguarding register of more than two days duration from school (or one day following a weekend); or as agreed as part of any safeguarding or core group plan.

## 9. INFORMING PARENTS

Parents are made aware of the responsibilities of staff members with regard to safeguarding procedures through information provided on joining the school. A copy of the policy is also made available to parents (and prospective parents) via the School's website and on request and this is explained in annual communications to parents. We will always undertake to share our intention to refer a child to Social Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the appropriate MASH Support Officer at Barnet Social Care Services. As mentioned above, referral to the LCSB does not require parental consent.

## 10. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

### a) Recruitment

We will ensure that we will follow safe recruitment practices by using appropriate selection and checking procedures (as defined in the latest DBS published information and KCSIE). This applies to all teaching staff, supply teachers, support staff, Council members and volunteers, including parent volunteers. When the school needs to use supply staff, procedures are followed to ensure that the agency used has also carried out the necessary checks.

- The school will operate safe recruitment practices. This will include following the DBS requirements in checking that applicants are registered with the authority and obtaining references and DBS checks as appropriate. It will also include carrying out additional safeguarding checks for staff involved in early years or later years' childcare, or management of such provision, including checks for prohibition from teaching and prohibition from management in a school.
- In addition to the Head, at least two members of staff are also trained to the level required by the DfE in their most recent version of 'Keeping Children Safe in Education, also 'Working Together to Safeguard Children (2020)'.
- A number of staff at the school are trained in the use of Safer Recruitment Interviews which adds another layer of confidence when it comes to making appointments. All staff appointed at the school for any post are subject to this type of Safeguarding Interview.
- The school will ensure that all staff, supply staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Staff Code of Conduct.
- A copy of the Recruitment Policy is available from the Bursary.

### b) Actions if a member of staff or other individual is found to have acted inappropriately

- The school will ensure that any matters pertaining to allegations of abuse against children will be subject to disciplinary proceedings which will be concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- The school has a legal duty to refer to the DBS, anyone who has harmed, or poses a risk of harm, to a child, or if there is a reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.
- The school will also consider whether to make a referral to the Teaching Regulations Agency (TRA) where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

### c) EYFS

- King Alfred School will not knowingly employ people to work in childcare, or allow them to be involved in its management, if they are disqualified.
- **Early Years' childcare means education, care and any supervised activity for a child up to the first of September following their fifth birthday - it applies to all early years' provision during and outside school hours.**

- Later years childcare means childcare for children beyond early years but under the age of 8- it does not apply to the normal school day, after-school clubs or healthcare but to provisions which would be considered childcare, such as before or after school "crèche-like" facilities.
- The King Alfred School acknowledges that the scope of these regulations potentially involves all those who may be involved in childcare, including those directly concerned with the day to day management of it, such as members of the Senior Leadership Team.
- The grounds for disqualification include: being on the DBS Barred List; being cautioned for, convicted of, or charged with certain violent and sexual criminal offences against children or adults, at home or abroad; being subject to certain other orders relating to the care of children; refusal or cancellation of registration relating to childcare or children's homes, or being prohibited from private fostering.
- The School fulfils its statutory obligations: Informing relevant people of the legislation, keeping records of staff employed in, or management of, childcare - including the date disqualification checks were completed.
- The School acknowledges that staff can be expected to disclose all their convictions and cautions, including those that are spent,
- Annual self-declaration checks for appropriate childcare staff are overseen by the Director of Finance & Operations and HR and Compliance Officer.
- If a person is found to be disqualified or if there is any doubt over the issue then, pending resolution, they will be removed from the relevant work.

## 11. TRAINING AND INDUCTION

All staff are updated when KCSIE is revised and must acknowledge their understanding of their obligations. A record of this acknowledgement is kept by the DSL. The school is aware that this is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015 and Sexual Violence and Sexual Harassment between children in schools and colleges – September 2021.

In addition, all staff members will receive regular safeguarding updates (including online safety training and the requirement to teach children about online safety) via email or staff meetings as required, but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively

All staff read and are aware of the school's Safeguarding Children in Education Policy as well as the Staff Code of Conduct. All staff who work directly with children read and acknowledge Part 1 and Annex B of KCSIE. All other staff read and acknowledge Part 1 of KCSIE.

All staff are given regularly updated safeguarding training in line with advice from Barnet MASH (at least annually) by appropriate training providers in order to develop their understanding of the indicators of abuse and to know how to respond to a pupil who discloses abuse. This training also covers on-line safety. Where staff cannot read English, appropriate steps will be taken to ensure that they understanding key information and procedures to safeguard pupils.

Safeguarding training for staff including online safety training, is integrated, aligned and considered part of the whole school approach and wide staff training and curriculum planning.

Training is provided every 2 years for the DSL for all members of the safeguarding team. The training is in line with Annex C of KCSIE and covers Local Authority advice and interagency working, approach to Prevent Duties, participation in child sexual abuse conferences,

awareness of on line safety and cyber issues and radicalisation, supporting children in need, record-keeping and promoting a culture of listening to children.

All staff have completed PREVENT awareness online training and all new staff will be required to complete the Prevent Training as part of their safeguarding induction.

A record of Safeguarding training is kept by the DSL.

Part-time teachers, temporary staff (incl. Peris) and volunteers are informed of the arrangements for Safeguarding, including the procedure for reporting allegations. Part time staff members are currently required to attend in house training in safeguarding every year.

Teachers in positions of pastoral responsibility (e.g. Assistant Head Personal development and well-being, Deputy Head of Lower School, Heads of Year, and Head of Counselling) attend training run by an appropriate training provider and the training is updated every two years.

Designated members of staff will take advice from a safeguarding specialist when managing complex cases. The specialist may be a social worker or an independent consultant used by the school. They will have up to date experience in relation to safeguarding including necessary statutory procedures.

Induction training is given to all staff, temporary staff and volunteers newly appointed and includes:

- Online Safeguarding Training
- Prevent Training
- Identifying the DSL
- A copy of Part 1 of the most recent KCSIE & Annex B
- Training in the following school policies:
  - Safeguarding policy
  - Staff Code of Conduct
  - Staff guidelines including whistleblowing procedures
  - Behaviour Policy
  - Anti-Bullying Policy
  - Attendance Policy (including Children Missing Education)
  - Child on Child Abuse Policy
  - Mental health, Wellbeing and Emotional Health Policy
- How to report Safeguarding concerns via My Concern on the school's network.

In addition, part of their induction will include discussion of the policy with one of the designated persons with up to date inter-agency training.

## 12. TEACHING CHILDREN HOW TO KEEP SAFE INCLUDING ONLINE AND IN OTHER SETTINGS

*Please refer to the schools E-Safety Policy*

The use of technology has become a significant component of many safeguarding issues, and it is essential that children are safeguarded from potentially harmful and inappropriate online material.

An effective whole school approach to online safety empowers the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The issues within online safety can be categorized into three risk areas as follows:

- Content: being exposed to illegal, inappropriate or harmful material; for example pornography, misogyny, self harm, suicide, anti-Semitism, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images), or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe and promote social and emotional well-being are key to our approach. This includes the knowledge and skills to stay safe on-line. We understand the risks that exist online and have tailored our teaching and support of pupils to their specific needs using the DfE "[Teaching Online Safety In School](#)" (June 2019) and the DfE "[Education for A Connected World Framework](#)" for age specific advice about the online knowledge and skills that pupils should have at different stages of their lives. In addition the school will run regular parent forums to explain and update them on the latest online issues.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Therefore, also important to our approach is our commitment to create a positive school atmosphere, strong pastoral care, effective support to pupils, and provision of good adult role models.

The school will therefore:

- Maintain an ethos where children feel secure and are encouraged to talk, and are listened to. Our teachers are encouraged to establish personal rapport with pupils and parents and instil a feeling of trust and support
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty, and that these adults are well-trained to offer appropriate support
- Ensure notices with up to date contact numbers of support agencies, such as 'NSPCC', are placed in accessible places around the school; and online reporting is shown on the schools website for CEOP
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and information about who to turn for help. This includes PSHE, Circle Time, Form Hour and Camps, but is also a feature of the broader curriculum.
- Use E-learning programme and IT policies to ensure and promote online safety and the safe use of electronic equipment and the internet, so that (at an age appropriate level) pupils have a better understanding of the risks posed by adults or young people who use the internet to bully, groom, abuse or radicalise other people. See the School's Sexting in Schools Police for potentially harmful and inappropriate online material. As such, appropriate Internet Filters and monitoring systems are in place on all school computers to ensure that children are safe from inappropriate sexual, terrorist and extremist material when accessing the internet in school and these filters are monitored closely.
- Ensure that pupils are encouraged to develop their 'voice' through peer mentoring programmes and Pupil Voice structures



- Ensure that the PSHE (including mandatory Relationship Health Sex Education) programme throughout the whole school covers relevant issues and reinforces essential skills for every child and provides opportunities to learn about keeping safe. Pupils are given information about:
  - Recognising and managing risks in different situations, including on the internet.
  - Judging what kind of physical contact is acceptable and unacceptable.
  - Recognising when pressure from others (including people they know) threatens safety and well-being, and developing effective ways to resist pressure.
  - The availability of advice and support in their local area and online.
  - Encourage the development of self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements.
  - Working with students to recognise the relevance and importance of British Values to counter extremism and terrorism.
- Regularly advise staff both verbally and in writing about how to keep children safe and themselves free of allegations by updating and circulating the Staff Code of Conduct.
- Ensure that the Safeguarding Children Policy will work in conjunction with the school's positive behaviour policy.
- Foster the development of collaborative relationships with young people and their families, providing good foundations to intervene early in relation to concerns about safeguarding.
- Be mindful of up to date resources to support internet safety, such as presentations to parents and pupils by our E-Safety provider. We also regularly update our resources from:
  - Childnet
  - Educateagainsthate
  - NSPCC
  - CEOP
  - UK Council for Internet Safety (online audit tool) – Educating for a Safer World
  - UKCIS Guidance – Sharing nudes and semi-nudes: advice for education settings working with children and young people.
  - UKCIS external visitors guidance – helps ensure the maximum impact of any online safety sessions delivered by external visitors

### 13. REMOTE LEARNING

Where children are being asked to learn online at home all Safeguarding remains in place and in addition we have an Addendum to the King Alfred School Acceptable IT Use Policy so that the school can move seamlessly into online learning when required.

### 14. FILTERING AND MONITORING

The school does all that it reasonably can to limit children's exposure to risks by having a robust monitoring and filtering system in place on all school devices and wif-fi. These monitors send and record all misuse of the school computer systems. Reports are dealt with immediately by the DSL and IT support in order to do ongoing risk assessments on pupils use of the school's system.

The school is aware that risks and harms related to technology evolve rapidly and so carries out an annual review of our online safety. This is supported by an annual risk assessment that considers and reflects the risks the children face.

## 15. SUPPORT FOR PUPILS

We are very committed as a school to support pupils who have reported abuse or may have been abused, both short- term and long-term as well as support pupils who are at risk from mental health issues or prolonged absence from school

The school will endeavour to support its pupils through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which:
  - promotes a positive, supportive and secure environment
  - gives pupils a sense of being valued
- The school's behaviour policy which is aimed at supporting vulnerable pupils. All staff will agree on a consistent approach, which focuses on addressing the behavioural element of any misdemeanours in a way which does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which they have suffered.
- Liaison with other agencies which support the pupil such as Barnet SCS, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so
- Recognition that children living in a home environment where there is domestic violence (DV), drug or alcohol abuse and parental mental health concerns are vulnerable and in need of support and protection. Serious Case Reviews have shown that where these three occur there is a higher risk of safeguarding concerns.
- Vigilantly monitoring children's welfare, keeping records, and notifying Barnet SCS as soon as there is a concern. If relevant these concerns will also include any suspected cases of forced marriage, female genital mutilation, gang culture or radicalisation.

## 16. ELECTIVE HOME EDUCATION

Where a parent has expressed their intention to remove their child from school with a view to educating at home, the school will notify the Local Authority of the child's deletion from the school's admissions register, and work with the Local Authority and other professionals to coordinate a meeting with parents/carers where possible. Ideally this would be to ensure parents/carers have considered what is in the best interests of each child and is particularly important for a child with SEND, is vulnerable and/or has a social worker.

## 17. STAFF CODE OF CONDUCT

*Please refer to the Staff Code of Conduct Policy.*

Drawing on this policy, it gives clear guidance to staff on how they should conduct themselves in their relationships with pupils so that children are safe at all times, and so that staff do not deliberately or inadvertently put themselves at risk.

The areas covered are:

1. General principles
2. Pupil/staff contact

3. One to one contact in school
4. Staff who have children at the school
5. Physical contact
6. Relationships
7. Confidentiality and data protection
8. Acceptable Use of IT
9. Mobile phones, digital communication & social media
10. Facebook, Instagram and other social networking sites
11. Sexting
12. Photography/video & audio recording
13. Comments and discussions with pupils
14. Infatuations and crushes
15. Out of school and after school activities
16. Explicit/sensitive teaching materials
17. Reporting incidents
18. Child protection/safeguarding investigations
19. Whistleblowing
20. Gifts
21. Language

This document is re-issued on an annual basis and alongside the safeguarding and whistleblowing policies forms part of the staff training programme. It is also included in the induction of all new members of staff.

In the training sessions, particular attention is paid to the sections on staff/pupil relationships, and the use of social media and other communications.

## 18. DRUG USE AND SAFEGUARDING

A young person's use of illegal drugs or evidence of apparent drug use is not necessarily sufficient in itself to initiate safeguarding proceedings, but the school will consider such action when there is evidence or reasonable cause:

- To believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- To suspect that the misuse has been prompted by serious parent/ carer drug misuse.
- To believe a pupil may be affecting the welfare of other pupils by supplying them with either illegal substances or substances which may cause intoxication

Instances of apparent drug use or supply will be dealt with in accordance with the school's Drugs Policy and procedures.

## 19. CHILDREN OF DRUG USING PARENTS

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in any of the following circumstances;

- The parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- A chaotic and unpredictable home environment exists which can be attributed to drug or

- alcohol misuse;
- Children are not being provided with acceptable or consistent levels of social and health care;
- Children are exposed to criminal behaviour.
- It is occurring alongside domestic violence and parental mental health concerns.

The school has a duty of care to not release children to the adults collecting them in the event we believe the adult to be incapacitated as a result of drug or alcohol use.

## 20. LOOKED AFTER CHILDREN

Should any pupil be on the roll who are looked after by a local authority, the School will ensure that staff have the skills, the knowledge and understanding necessary to keep such children safe. A designated member of staff will be given responsibility for their welfare and progress and will; obtain up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. This will follow the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils. The school will ensure that this designated teacher has the appropriate training and support required.

The designated teacher for "looked after children" will promote a culture of high expectations and aspirations for how looked after children learn, make sure the young person has a voice in setting learning targets, be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning, make sure that the looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home and will have lead responsibility for the development of the child's personal education plan in school.

## 21. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies should be aware of contact details for the Local Housing Authority so that they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour.

## 22. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approx. 200,000 children in England & Wales have a parent sent to prison each year. These children are at risk of poor outcomes and poor mental health. The DSL and deputies are aware of the need to help mitigate negative consequences for these children.

## 23. OFF-SITE/BEFORE AND AFTER SCHOOL ACTIVITIES

Where the school provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body the school will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and there are arrangements to liaise with the school on these matters where appropriate.

When staff take children off-site the school will ensure that all adults working with them are suitably checked and that KAS staff remain in overall charge of safeguarding.

## 24. ONE TO ONE CONTACT IN SCHOOL

If a member of staff is alone with a pupil, they should ensure that any such meeting is as visible as possible. As such they should ensure that the door to the room has a glass panel or is left open. If this is not possible then another adult must be close by.

Staff should also, where possible, let a colleague know if there is last minute or informal arrangement for one-to-one tuition or coaching.

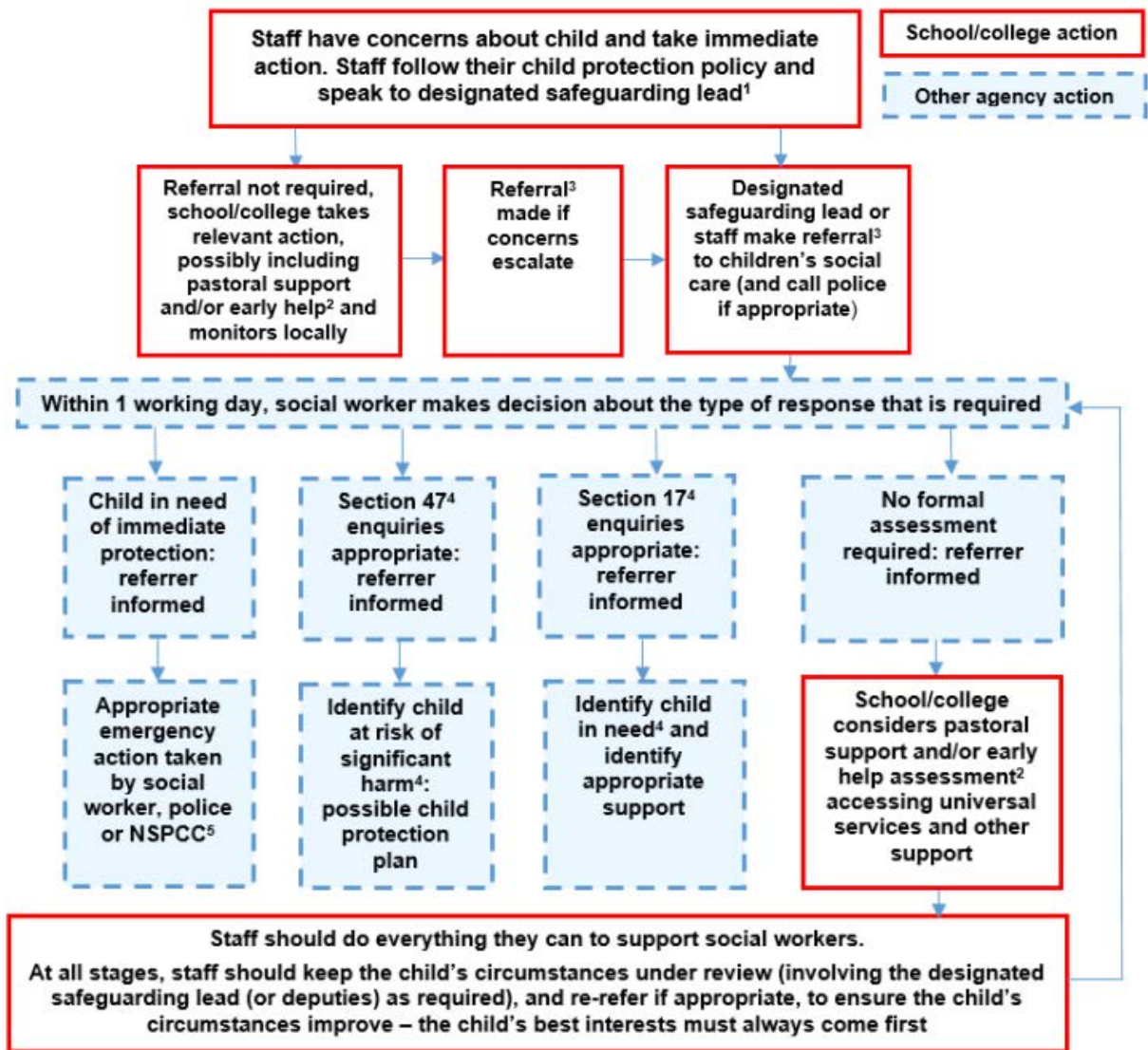
Staff should never use student toilets under any circumstances even if they believe them to be empty.

School counsellors may well see students with the door closed but in order to ensure safe practice the school requires all school counsellors to be fully accredited and have regular clinical supervision that includes consideration about safeguarding and professional boundaries. Counsellors will also follow the same practice in relation to confidentiality, and state that any concerns about safeguarding will be shared.

Visiting music teachers, learning support teachers, school nurses and teachers of school clubs have particular safeguarding vulnerabilities and requirements based on the nature of their roles. Line managers and Heads of Year are mindful of the additional risks associated with these roles and provide induction advice and ongoing monitoring and support as appropriate.

APPENDIX 1 – FLOWCHART: ACTIONS FOR WHERE THERE ARE CONCERNS ABOUT A CHILD

**Actions where there are concerns about a child**



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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

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

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## APPENDIX 2 – INDICATORS OF ABUSE

This section gives an indication of the type of diagnostic clue which you may become aware of in your work with students. These are not definitive signs of abuse but merit further consideration and discussion with the Safeguarding Team.

### PHYSICAL ABUSE

- Delay in reporting accident/injury.
- Discrepancy between the history and the physical signs.
- History of previous injuries to child or sibling.
- Abnormal parental attitudes and behaviour.
- Indications of social stress.
- Signs of poor care, eg. failure to thrive.
- Bruising/abrasions/bite marks.
- Injuries to mouth.
- Burns.
- Unexplained convulsions.
- Fractures - particularly multiple, spiral, 'metaphysical'.
- Exposure to dangerous situations, eg. 'accidental' poisoning.
- Repeated visits to GP or hospital with a list of trivial complaints.

### SEXUAL ABUSE

- Lack of trust in adults
- Fear of a particular individual.
- Withdrawal and introversion.
- Running away from home
- Child takes over the parenting role
- Sudden school problems, truanting and falling standards
- Low self-esteem and low expectations of others
- Stealing
- Drug misuse
- Display of sexual knowledge beyond the child's years
- Sexual drawing that is not age/developmentally appropriate
- Vulnerability to sexual and emotional exploitation
- Revulsion towards sex that does not fit the child's developmental stage
- Fear of school medical examinations
- Sleeplessness, nightmares and fear of the dark
- Depression/suicide attempts
- Anorexia Nervosa
- Other eating disorders or changes in eating habits
- Itchiness or soreness in the genital area

### EMOTIONAL ABUSE

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills that do not have alternative explanations.
- Weight or height level substantially below norm.
- Nervous disorders (rashes, hives, facial tics, stomach aches).

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour, seeming to get pleasure from hurting children/adults/animals;
- Seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as overly compliant-demanding; withdrawn- aggressive; listless excitable.

#### NEGLECT

- Poor hygiene, including lice, scabies, bedsores, body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunizations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.
- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Assuming adult responsibilities.
- Reporting no carer at home

#### CHILD CRIMINAL EXPLOITATION & CHILD SEXUAL EXPLOITATION

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of child criminal and child sexual exploitation.

- Children appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffer changes in emotional wellbeing
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education
- Underage sexual activity
- Inappropriate Sexual or sexualised behaviour
- Sexually risky behaviour
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Getting in and out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people
- Hanging out with groups of older people, or anti-social groups or with other vulnerable peers
- Associating with other young people involved in sexual exploitation



- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

#### COUNTY LINES

Indicators which can also be a sign of County Lines

- Often missing from home or absent from school

#### DOMESTIC ABUSE

- Aggression or bullying
- Anti-social behaviour like vandalism
- Anxiety, depression or suicidal thoughts
- Attention seeking
- Bed-wetting, nightmares or insomnia
- Constant or regular sickness, like colds, headaches and mouth ulcers
- Drug or alcohol use
- Eating disorders
- Problems in school and trouble learning
- Tantrums
- Withdrawal

#### FEMALE GENITAL MUTILATION (FGM)

From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the Head and DSL who will involve Barnet SCS as appropriate.

It is essential that all staff are aware of FGM practices and need to look for signs, symptoms and other indicators of FGM.

It involves procedures that intentionally alter/injure the female genital organs for non- medical reasons.

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## APPENDIX 3 - SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

*Please refer to the Child on Child Abuse policy for full information.*

KAS adopts a whole school approach towards all aspects of safeguarding including sexual violence and sexual harassment. All students are taught through a planned and co-ordinated PSHE programme in the curriculum throughout the whole school about keeping themselves safe both physically and online and also about consent.

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

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

Staff should:

- Make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, and is not an inevitable part of growing up.
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”.
- Challenge behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalizing them.

When referring to sexual violence it now includes sexual offences under the Sexual Offences Act 2003 which includes:

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

A child under the age of 13 can never consent to sexual activity (the age of consent is 16), sexual intercourse without consent is rape, creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

### Sexual harassment

Sexual harassment is “unwanted conduct of a sexual nature” that can occur online and offline. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

Sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names.
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (we should consider when any of this crosses into a line of sexual violence – it is important to consider the experience of the victim), and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence which may include:
  - Non-consensual sharing of sexual images and videos
  - Sexualized online bullying
  - Unwanted sexual comments and message, including on social media
  - Sexual exploitation – coercion and threats
  - Upskirting (see below)

Upskirting: “Upskirting” typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator and everyone should be made aware of this. It is now a criminal offence under the Voyeurism Act 2019. Anyone of any gender can be a victim.

## APPENDIX 4 – WHOLE SCHOOL INTIMATE CARE POLICY

At the King Alfred School, we believe all children have the right to be safe and to be treated with dignity, privacy and respect in relation to their bodies. Staff working with children will always be sensitive to each individual child's needs and ensure privacy appropriate to the child's age, developmental stage and situation.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals.

The King Alfred School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. School staff recognise that there is a need to treat all children with respect when intimate care is given.

Therefore, we adhere to the following procedures throughout the school, which can also be found in the school's EYFS Policy:

- Two staff members will carry out intimate care.
- Plastic gloves and an apron will be worn and soiled clothing/items will be placed in a plastic bag and either disposed of or handed back to the parent/carer.
- All efforts will be made to provide a private space for the child to be changed in.
- Staff and child's hands will be washed using soap and water and all surfaces will be disinfected to prevent cross-contamination by the school housekeeping team.
- We will involve the child as far as possible in their own intimate care and encourage independence.
- We will be sensitive and responsive to the child's reactions, always aiming to promote their self-image and check with them that what is happening is acceptable to them.
- Any child's concerns will be reported and recorded immediately.
- We will ensure that children are confident that their body belongs to them and that saying "NO" at any time will always be respected.
- Students and other parents are NOT permitted to provide intimate care.
- Any intimate care is recorded and reported to parents as soon as possible and where a child does not want to be changed by a member of staff, the parents will be contacted immediately.

Disposable aprons and gloves, waterproof bags and changes of undies and clothes are kept in Reception and Year One.

All staff on Ivy Wood are familiar with and adhere to the Intimate Care and Safeguarding Policies.

## APPENDIX 5 – HANDHELD DEVICES/MOBILE PHONE AND CAMERA USE

### Handheld Devices/Mobiles for Students

*Please refer to the section in the Acceptable IT Use Policy.*

The school understands that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) and smart watches. This access means some children, whilst at school sexually harass their peers via their mobile and smart technology, share indecent images, consensually and non consensually (often via large chat groups), and view and share pornography and other harmful content.

### Handheld Devices/Mobiles For Staff

We believe our staff should be completely attentive during their hours of work to ensure all children, including the EYFS, receive good quality care and education.

Therefore:

- Personal mobile phones & smart watches must not be used when working with children.
- Personal mobiles & smart watches must be kept on silent during working hours and be kept out of sight when working with children.
- Personal mobiles and smart watches may only be used on a designated break and, in the EYFS setting, only in a child free area (e.g. the staff rooms)
- Where possible, a designated school mobile only should be used on all school outings. However, in the event that this is not available staff may use personal mobiles on outings for emergency use only.
- Personal mobiles must never be used to take photographs of any of the children.

The Head, the Head of Lower School and the EYFS Coordinator reserve the right to check the image contents of a member **of staff's** mobile phone and handheld device should there be any cause for concern over its appropriate use.

Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately.

We will follow the Staff Code of Conduct and the LADO's guidance as to the appropriate measures to be taken.

### Cameras and Photographs

#### EYFS

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements are an effective form for recording progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated EYFS camera (iPad) is to be used to take any photo within the setting or on outings. Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the camera (iPad); this should be placed in the designated area in the Ivy Wood staffroom (Plas Tab Locker) when not in use.

Photos must only be downloaded onto school computers or into the children's on-line journals. When children start Reception, parents are asked to sign an agreement, not to distribute or share any photos of the children online. This is to protect all members of the community.

Under no circumstances must cameras of any kind be taken into the cloakrooms or toilet areas without prior consultation with the EYFS Coordinator. If photographs need to be taken in a cloakroom, e.g. photographs of the children washing their hands, then the EYFS Coordinator or the Head of Lower School must be asked first and staff be supervised whilst carrying out this kind of activity.

Alleged failure to adhere to the contents of this policy will lead to an investigation which may be followed by disciplinary procedures. This forms an important part of our safeguarding policy in regard to EYFS children.

#### *Cameras and Photographs in other parts of the school*

The Data Protection Act does not prevent parents and teachers from taking photos of events such as the Christmas play or sports day – asking permission to take photos is normally enough to ensure compliance. For further information, please read the Information Commissioner's Office Good Practice note:

[https://ico.org.uk/media/for-organisations/documents/1601/taking\\_photos.pdf](https://ico.org.uk/media/for-organisations/documents/1601/taking_photos.pdf)

The school keeps a record of parents who do not wish their child's photograph to be used in any on-line or paper publications. Parents are clearly informed through the agreement mentioned above and the parents' handbooks that they should not post any images of children other than their own on social media sites.

If staff are taking photos, then they should be taken using a school device and only downloaded onto the school computer system.

APPENDIX 6 - SAFEGUARDING AND WELFARE REPORT FORM

Record of concern

Pupil name:

Class:

Pupil Date of Birth:

Male  
Female

Siblings in School:

Yes

No

If yes sibling name:

Disability:

No

Yes

If yes state disability:

Account of the concern (What was said, observed, reported and by whom)

Your response (What did you do/say following the concern)

Your Name:

Your position in school:

Your signature:

Date and time:

Action and response of DSL:

DSL Name:

DSL signature:

Date:



## APPENDIX 7 – LATE COLLECTION PROCEDURE

This procedure applies primarily to the Lower School, including EYFS.

Parents are required to inform teachers exactly who is collecting their child if they expect to be late. If an arrangement falls through or a parent or carer fails to collect a child, the following procedure will be followed:

- The child will be taken to the Lower School office. They will be reassured and looked after.
- **The child's parents will be contacted.**
- If contact cannot be established the child will remain in the Lower School office, accompanied by either the PA to the Head of Lower School or the Head of Lower School.
- Ideally two adults will remain with the child.
- All contact numbers on our system will be tried on a repeated basis until at least 6.00pm.
- After all contact numbers for a child have been exhausted and arrangements for the collection of the child have not been made, social services will be contacted.

The school requests that parents inform the school of all updated contact numbers as soon as they change. In addition, the school will do an annual check on contact details.