

SAFEGUARDING AND CHILD PROTECTION POLICY

(including EYFS)

Policy area

Staff, Students, Visitors

Statutory regulation

Children Acts 1989, 2004

Childcare Act 2006

Equality Act 2010

Keeping Children Safe in Education 2025

Sexual Violence & Sexual Harassment between Children in Schools 2021

Cyber security Standards for Schools & Colleges

Working Together to Safeguard Children 2023

RSHE Guidance 2024

Working Together to Improve School Attendance

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 (Karen Thomas)

Council Lead

Chair (Sam Jukes-Adams); Council Safeguarding Lead (Angela Dehadray)

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Key personnel**The designated safeguarding lead (DSL) for child protection is:**

Tracy Preston email: tracyp@kingalfred.org.uk Tel: 0208 457 5257

The deputy designated lead(s) is/are

EYFS: Nina Soulsby email: ninas@kingalfred.org.uk Tel: 0208 457 5200

Lower School: Rachael Herman email: rachaelh@kingalfred.org.uk Tel: 0208 457 5261

Upper School: Fiona Parsons email: fionap@kingalfred.org.uk Tel: 0208 457 5165

The nominated child protection council member is : Angie Dehadray email: angied@kingalfred.org.uk

The headteacher is:

Robert Lobatto email: robertl@kingalfred.org.uk Tel: 0208 457 5202

Designated Teacher for looked after children is: Tracy Preston email: tracyp@kingalfred.org.uk

Barnet Multi Agency Safeguarding Hub (MASH) 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 Tel: 07801 992592
(main switchboard: 0208 359 4066)

(Assistant Administration LADO) Rebecca.alexander@barnet.gov.uk (Secure LADO Mailbox)
lado@barnet.gcsx.gov.uk

Safeguarding at Kas

Meet our team

Rachael Herman



Lower School Deputy Safeguarding Lead
Lower School Office
rachaelh@kingalfred.org.uk
0208 457 5212



Tracy Preston

Designated Safeguarding Lead
Fives Court Building
tracyp@kingalfred.org.uk
0208 457 5257



Fiona Parsons

Upper School Deputy Safeguarding Lead
Blue Building
fionap@kingalfred.org.uk
0208 457 5165

Other Members of the Safeguarding Team:



Magdalena Krajewska-Lewandowska
School Nurse
magdalenak@kingalfred.org.uk
0208 457 5207



Ivy Wood:

Nina Soulsby
EYFS Co-ordinator
ninas@kingalfred.org.uk
0208 457 5270



Lower School:

Kevin Tibble
Digital Literacy
kevint@kingalfred.org.uk
0208 457 5285

Heads of Year:



Year 7

Claire Murphy
clairem@kingalfred.org.uk
0208 457 5171



Year 9

Alex Wahnou
alexw@kingalfred.org.uk
0208 457 5288



Year 8

Adam Findlay
adamf@kingalfred.org.uk
02084575220



Year 10

Sam Kirkwood
samk@kingalfred.org.uk
0208 457 5288



Year 11

Lynne Sasson
lynn@s@kingalfred.org.uk
0208 457 5288

Sixth Form:



Director of 6th Form

Eleanor Mitchell
emitchell@kingalfred.org.uk
0208 457 5161



Assistant Head of 6th Form

Nabihah Ahmed
nabihaha@kingalfred.org.uk
0208 457 5242



Assistant Head of 6th Form

Sheila Hanlon
sheilah@kingalfred.org.uk
0208 457 5242



Assistant Head of 6th Form

Ander Fraser
anderf@kingalfred.org.uk
0208 457 5242

Safeguarding Governor:

Angie Dehadray

At KAS we are committed to Safeguarding.

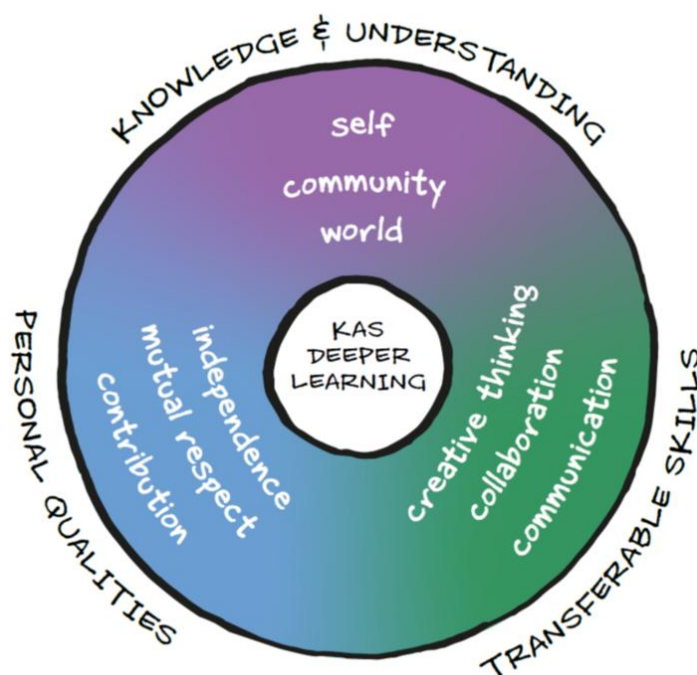
We are a talking school, our top priority is to ensure our school is a safe and secure place for students.

If you believe a child is in immediate danger you should call 999 or Barnet MASH on 02083594066.

USEFUL CONTACT DETAILS

Barnet Multi Agency Safeguarding Hub (MASH)	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 Tel: 07801 992592 (main switchboard: 0208 359 4066) (Assistant Administration LADO) Rebecca.alexander@barnet.gov.uk (Secure LADO Mailbox) lado@barnet.gcsx.gov.uk
Shore Space	Home - Shore
Childline (Helpline)	0800 1111 www.childline.org.uk PO Box 181, Darlington, DL1 9FA Tel: 0300 123 1111
Disclosure and Barring Service (DBS)	0800 789321
UK Anti-Terrorist Hotline	0800 800 5000
Prevent	0800 028 3550 fgmhelp@nspcc.org.uk
FGM Hotline (NSPCC)	NSPCC help@nspcc.org.uk www.nspcc.org.uk
NSPCC Website	CEOP – www.thinkuknow.co.uk
Internet Safety	Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk) UK Council for Internet Safety - GOV.UK (www.gov.uk)
Police	Police To speak to a police officer contact PC Mark Martin PC1312NW 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

Policy statement and principles



The KAS Deeper Learning Wheel

All King Alfred policies relating to students are informed by our vision of a holistic education, which is represented by the graphic above. The Safeguarding & Child Protection Policy connects to each of the three sections:

In **Knowledge and Understanding**, we aim for all our students to develop a strong understanding of themselves as learners and successful members of the school community. Social responsibility is actively promoted across the school.

In **Personal Qualities**, we aim to support students to make wise and sensible decisions about their own behaviour (independence), to understand the importance of operating within school boundaries (mutual respect), and to appreciate their role in creating a safe and supportive environment (contribution).

In **Transferable Skills**, we aim to support students to recognise others' opinions and value their contribution; and to communicate effectively and respectfully with others

- 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.

The legal framework and link to further internal policies and procedures

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- [Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270200/Child_abuse_concerns_guide_for_practitioners.pdf)
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270200/Prevent_duty_guidance.pdf)
- [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270200/Disqualification_under_the_Childcare_Act_2006.pdf)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270200/Working_together_to_safeguard_children.pdf)
- Keeping Children Safe in Education 2025
- RSHE Guidance 2024
- What to do if you're worried a child is being abused 2015.
- The Domestic Abuse Act 2021
- Equality Act 2010
- PACE Code C 2019

The following policies were used to inform this policy and can be found in Staff Resources. Some policies are also available on the school website.

POLICY NAME	STAFF RESPONSIBLE
Safeguarding Policies	
Acceptable ICT Use Policy	DSL/Head of Digital Literacy
Allegations against Staff including Low Level Concerns	DSL/Director of Finance & Operations
Anti-Bullying Policy	DSL/Assistant Head Personal Development & Wellbeing
Attendance Policy (incl Children Missing Education Policy)	DSL
Behaviour Policy	Assistant Head Personal Development & Wellbeing
Child on Child Abuse Policy including Sexting in Schools Policy	DSL
Drugs Policy	SLT
E-Safety Policy	DSL/Head of Digital Literacy
Preventing Radicalisation Policy	DSL
Safer Recruitment Policy	DSL/Director of Finance & Operations
Visiting Speakers Policy	DSL/Director of Finance & Operations
Staff Code of Conduct	DSL
Positive Handling & the Use of Reasonable Force	DSL
EYFS Policy (including Personal & Intimate Care)	DSL
Complaints Procedure	Director of Finance & Operations
Other Policies	
SEND Policy	Assistant Head Personalised Learning
Health & Safety Policy	Director of Finance & Operations
Mental Health, Wellbeing & Emotional Health Policy	Assistant Head Personal Development & Wellbeing
Pastoral Policy	Assistant Head Personal Development & Wellbeing
Grievance & Disciplinary Procedure	Director of Finance & Operations
Confidential & Information	Director of Finance & Operations

Section 1: Good practice guidelines for staff, volunteers and partners

1.1 Definitions of safeguarding children

Our core safeguarding principles are:

- safeguarding is everyone's responsibility
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and council will be involved in policy development and review
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice. This will include:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

The procedures contained in this policy apply to all staff, volunteers and council, and are consistent with those of the local safeguarding partner arrangements (Barnet Safeguarding Children's Partnership)

a) Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.
- Pupils and staff involved in child protection issues will receive appropriate support.

b) Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment regarding child protection to pupils, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment (inside or outside of the home including online), exploitation, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1.2 Roles and Responsibilities

The designated safeguarding lead (DSL)

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL is a senior member of staff and has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- act as a source and support, advice and expertise on child protection and safeguarding matters for all staff
- encouraging a culture of listening to children
- act as a point of contact with the safeguarding partners
- managing safeguarding referrals to children's social care, the police, or other agencies
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an appropriate adult in relevant circumstances.
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.
- Liaise with staff (especially teachers, pastoral support staff, school nurse, IT dept and SEND depts) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the pastoral team where safeguarding concerns are linked to mental health.

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows who its cohort of children have or have had a social worker, are understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The deputy designated safeguarding leads:

Are trained to the same level as the DSL and support the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSLs carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputies will assume the functions above.

All staff are responsible for:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.

Parents/Carers:

Safeguarding and promoting the welfare of children is everyone's responsibility. King Alfred School is a community and we encourage everyone to support the school with its safeguarding. If parents/carers have any concerns about a child or their family then we would urge them to contact the DSL immediately. Any concern – no matter how small, can often form part of a bigger picture and can help to prevent the risk of harm.

1.3 Recognising the signs and symptoms of abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse, neglect or exploit a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Harm can include ill treatment that is not physical as well as witnessing ill treatment of others. This can be particularly relevant for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education refers to four categories of abuse. ***These are set out at Appendix One along with indicators of abuse.***

Bullying

While bullying between children is not a separate category of abuse, neglect and exploitation, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our ***Anti-bullying policy which sets out the process in full and can be found internally within Staff Resources or externally via the website.***

Staff must also recognise and response to other areas of safeguarding concern including:

- Serious violence
- Child Criminal Exploitation (CCE) including County Lines
- Child Sexual Exploitation (CSE)
- Online safety – ***E-Safety Policy sets out the process in full and can be found internally within Staff Resources/CPOMS or externally via the website***
- Sharing nudes and semi nudes – The [Child on Child Abuse Policy.pdf](#) including ***Sexting and Social Media*** sets out the process in full.
- Domestic abuse
- Honour-based abuse
- Radicalisation and extremism – The [Preventing Radicalisation Policy.pdf](#) sets out the process in full.
- Private fostering arrangements

These are set out at Appendix Two.

1.4 Recognising additional safeguarding concerns

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles

- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs and disabilities

The [SEND policy.pdf](#) sets out the process in full and can be found internally within Staff Resources or via the website.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

Children who go missing from Education

The [Attendance Policy \(including Children Missing Education\).pdf](#) sets out the process in full and can be found internally in Staff Resources or externally via the website.

Attendance, absence and exclusions are closely monitored. Children who go missing from education, particularly persistently, can be a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is therefore important that the School's response to persistently absent pupils and children missing education supports identifying such abuse and helps prevent the risk of them going missing in the future.

The DSL will monitor unauthorised absence (including cumulative consistent absences) and take appropriate action including notifying the local authority, particularly where children are absent or go missing on repeated occasions and/or are missing for periods during the school day, or where there are unexplainable and/or persistent or cumulative absences. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The School's procedures for unauthorised absence and for dealing with children who go missing from education can be found in the Attendance Policy (incorporating guidance on Children Missing

Education), which sets out the procedures to be used for searching for, and if necessary, reporting, any pupil missing from education.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern. The School will report to Barnet Education Welfare Officer if a pupil fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

Mental health

The [Mental Health, Wellbeing & Emotional Health Policy.pdf](#) sets out the process in full and can be found within Staff Resources.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

Children who are lesbian, gay, bi or gender questioning

The fact that a child or a young person may be gender questioning is not in itself an inherent risk factor for harm.

Unfortunately, children who are gender questioning, or are perceived to be gender questioning, can be targeted by other children. The risk to these children can be compounded where children who are gender questioning lack a trusted adult with whom they can be open. Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

Looked after children

The most common reason for children becoming looked after is as a result of abuse, neglect or exploitation. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

Work experience

The information about procedures for Work Experience is available from the HR department

The school has detailed procedures to safeguard pupils undertaking work experience, including

arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

Children staying with host families

The school may arrange for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The school follows the guidance in Annex E of *Keeping Children Safe in Education* to ensure that hosting arrangements are as safe as possible.

1.5 Recognising and responding to Child on Child Abuse.

The [Child on Child Abuse Policy.pdf](#) sets out the process in full and can be found internally in Staff Resources or externally via the website.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children can abuse other children and young people and should be clear about the school's policy and procedures regarding child-on-child abuse. Staff will maintain an attitude of 'it could happen here'. All child-on-child abuse is unacceptable and will be taken seriously.

1.6 Responding to concerns of children who have experienced or are experiencing abuse

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for acting are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern on CPOMs
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **CPOMs** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete an incident report on CPOMS and mark as Safeguarding immediately
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

1.7 Record keeping

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

The School will:

- Keep clear detailed records of concerns (on CPOMS 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 CPOMS 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).

1.8 Process for reporting and referrals (multi-agency working) – including early help considerations

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.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

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, neglect or exploitation
- Is at risk of being radicalized or exploited
- Is a privately fostered child

1.9 Escalation

The school will follow the Barnet Safeguarding Children Partnership Escalation and Resolution Protocol when there are concerns that a safeguarding case is not being dealt with correctly.

1.10 Data Protection and Data Retention

The [Data Protection Policy.pdf](#) and [Data Retention Policy.pdf](#) can be found internally in Staff Resources.

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, headteacher or chair of council (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following several cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with our Data Retention Policy.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer or DSL.

The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Section 2: Procedure for recruitment and training of staff, volunteers and agency personnel

2.1 Safer recruitment

The [Safer Recruitment Policy.pdf](#) sets out the process in full and can be found in Staff Resources. The [Visitors Policy.pdf](#) and the [Visiting Speakers Policy.pdf](#) also detail safer recruitment practices and can be found in Staff Resources.

Our school complies with the requirements of Keeping Children Safe in Education and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. All new staff receive interview questions which cover Safer Recruitment. At least one interviewer present has received relevant safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third-party organisations that supply staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including council members will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

Educational visits policy and procedures set out the process in full and can be found on CPOMS

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

2.2 Staff and Council Member training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation, online safety (including an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring) and to know what to do if they have a concern.

New staff undergo comprehensive safeguarding and child protection training during induction (including a meeting with the DSL and briefing prior to starting their employment), which includes:

- reading and indicating their understanding of the latest Keeping Children Safe in Education (KCSIE)
- reading the school's child protection policy
- reading the staff code of conduct
- reading the acceptable use of IT policy
- reading the Children Missing Education policy
- understanding the reporting and recording arrangements
- contact details for the DSL and safeguarding team.

The induction also includes an understanding of online safety and an explanation of the schools filtering and monitoring

All staff, including the DSL, headteacher and council will receive training that is regularly updated

which includes reading and signing acknowledgment that they have read the latest Keeping Children Safe in Education (KCSIE) . All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Our governors (Council) receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually and they are also asked to read and indicate their understanding of the latest Keeping Children Safe in Education (KCSIE).

Our safeguarding council member receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high quality safeguarding across the trust.

Training	For who?	Frequency
Safeguarding Induction	All staff	When commencing in role
Annual updates	All staff	Annually
Child Protection Awareness	All staff	Every 3 years
Prevent Awareness Training	All staff	Every 2 years
Governor Safeguarding Training	All council members	Annually
Designated Safeguarding Lead Training	DSL / Deputy DSL's	Every 2 years
Safer Recruitment Training	Head, Named governor, HR and panel members	Every 2 years
EYFS Training	Ivy Wood Co-ordinator	Annually
Positive Handling	Select Staff	Annually

2.3 Effective supervision

The school values the principles of supervision for staff who are often dealing with child protection work. Therefore, the DSL receives termly confidential supervision from an external accredited safeguarding professional who offers reflection on practice and support with complex cases.

The DSL is also a trained supervisor who offers supervision to the wider Safeguarding Team at half termly meetings to support them with decisions concerning safeguarding.

Section 3: Code of Conduct

The Staff Code of Conduct sets out expectations around staffs duty of care in full and can be found internally in Staff Resources.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a

position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Staff/pupil online relationships

Staff are given regular safeguarding training which includes online safety for themselves which sets out the expectations and duty of care to ensure children remain safe online. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Brief summary of expectations

- Professional Boundaries & Relationships
- Duty of Care
- Honesty & Integrity
- Personal Phones & Devices
- Gifts & Hospitality

Section 4: Procedure for responding to allegations or suspicions against a member of staff

The [***The Allegations against staff including Low Level Concerns.pdf***](#) Policy and the [***Whistleblowing Policy.pdf***](#) set out the process in full.

WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. See Whistleblowing policy for full details (link above).

4.1 'Low-level concerns' procedure'

- **PURPOSE**

The procedure for dealing with low level concerns raised in relation to teachers, any other members of staff, including agency staff, contractors or volunteers depend on the situation and circumstances surrounding the concern.

This policy must be followed when dealing with low level concerns but may be adapted to each case. This part of the policy will be used alongside the school's **Complaints policy, Safeguarding & Child Protection Policy** and **Whistleblowing Policy**.

The King Alfred School promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This policy is designed to:

- promote and maintain a culture of openness, trust and transparency where staff are clear about the behaviours expected of themselves and their colleagues;
- ensure staff feel comfortable to raise low-level concerns; and
- provide for efficient and proportionate handling of those concerns when raised.

RECOGNISING LOW LEVEL CONCERNS

This policy will be used to manage 'low-level' concerns, defined as any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college 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 a referral to the Local Authority Designated Officer (LADO).

Examples of such behaviour could include, but are not limited to:

- 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.

THE IMPORTANCE OF SHARING LOW LEVEL CONCERNS

For our culture of openness, trust and transparency to prevail, all staff should share any low level concerns they have. Serious case reviews and safeguarding practice reviews have all too often evidenced how low level concerns felt and/or expressed by staff relating to individuals who were later found to have sexually abused children at a school were not recorded. When they are not recorded, they cannot be reviewed or studied for patterns of behaviour.

To minimise and hopefully eradicate the risk of those opportunities being missed, it is critical that staff understand their role in identifying and reporting low level concerns.

HOW TO SHARE LOW LEVEL CONCERNS

All staff are encouraged to report low level safeguarding concerns regarding colleagues so that the identified behaviours can be investigated and managed appropriately. The welfare of the child is paramount and so staff must report their concerns immediately.

Staff are encouraged to feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to other, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low level concerns in relation to staff, supply staff, contractors and volunteers should be reported immediately to the headteacher. Concerns about the headteacher should be reported to the chair of council.

The procedure for reporting low level concerns is deliberately the same as that for reporting allegations of abuse as set out in part one of this policy. Therefore, staff do not need to concern themselves with whether their concern meets the threshold set out in part one of this policy or is a low level concern. The headteacher or chair of council (as appropriate) will make this determination once the staff member has reported the issue.

RESPONDING TO LOW-LEVEL CONCERNS

The Headteacher will review all low level concerns to confirm that it is not a more serious issue that should be dealt with under part one of this policy. An issue reported as a low level concern would be dealt under part one of this policy where it meets the threshold set out in part one or there is a pattern of low level concerns expressed about the individual or staff practices generally.

If necessary, the Headteacher will discuss the concern with the LADO to determine whether it should be dealt with under part one of this policy or if it meets the harm threshold.

The Headteacher will discuss the concern with the individual who raised it and will investigate it as appropriate.

Most low-level concerns are likely to be minor and will be dealt with by means of management support or additional training. Where necessary, action may be taken in accordance with the school's staff discipline, conduct and grievance policy.

If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously), to the individual involved and any witnesses.

Where a low level concern is raised about a member of supply staff or a contractor, the concern will be shared with supply agency so they can take appropriate steps in accordance with their own policies and statutory guidance, so that any potential patterns of inappropriate behaviour can be identified.

RECORDING LOW-LEVEL CONCERNS

All low-level concerns will be recorded in writing and will include details of the concern, the context and action taken. The records will be kept confidential and held securely in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If such patterns are identified, the school will decide on an appropriate course of action and will refer the matter to the LADO where the behaviour moves from a concern to meeting the harms threshold set out in the first part of this policy.

The record of the low-level concern will be kept at least until the person leaves our school.

REFERENCES

Low level safeguarding concerns will not be included in references except where they have met the threshold for referral to the LADO and found to be substantiated, in which case they should be referred to in a reference.

4.2 Whistleblowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy can be found on CPOMs and enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the **headteacher**. Complaints about the headteacher should be **reported to the chair of governors**.

4.3 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

When a safeguarding concern or allegation is made about a member of staff, including supply staff, contractors or volunteers, or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children our set procedures must be followed. The full procedures for dealing with allegations against staff and managing low level concerns raised about staff can be found in *Keeping Children Safe in Education* and in the school's Allegations and Concerns Raised in Relation to Staff Policy.

Safeguarding concerns or allegations made about staff who no longer work at the school, or historical allegations will be reported to the police.

Appendix 1 – Categories of abuse

Four categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in

the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 2 – Specific vulnerabilities and risk

1. Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, 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 could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

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 experienced child maltreatment and having been involved in offending, such as theft or robbery.

2. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including age, gender sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The school includes the risks of criminal exploitation and sexual exploitation in the PSHE and SRE curriculum. A common feature of such exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

2.1. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. 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 sexually inappropriate ways or grooming a child in preparation for abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

All staff are made aware of the indicators of sexual exploitation which, as well as including the indicators set out under CCE below, can also include having older boyfriends and suffering sexually transmitted infections or becoming pregnant. All concerns are reported immediately to the DSL.

2.2. Child Criminal Exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education.

2.3. County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out under CCE, above.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out under CCE, above, with the main indicator being missing episodes from home and/or school. Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

3. Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate and effective filters and monitoring systems are in place to block harmful and inappropriate content by managing the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. We take care to ensure that these systems do not unreasonably impact on teaching and learning, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils. Our filtering and monitoring systems are reviewed regularly (at least annually) to ensure their effectiveness.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

We have also ensured that appropriate level of security protection procedures are in place to safeguard our systems, staff and learners. We review the effectiveness of these procedures regularly and test our systems to keep up with evolving cyber-crime technologies. In addition, our Generative AI products effectively and reliably prevent access to harmful and inappropriate content by users.

Online safety risks can be categorised into four areas of risk:

- **content** - being exposed to illegal, inappropriate or harmful content such as pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **contact** - being subjected to harmful online interaction with other users such as peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for criminal, financial or other purposes

- **conduct** - 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 and online bullying.)
- **commerce** - risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL.

4. Sharing nudes and semi nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or done offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image-sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

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

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

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 – [UKCIS advice 2020](#). The school will have regard to this advice when managing these issues.

5. Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

Domestic abuse 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. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial, economic and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Any child can witness and be adversely affected by domestic abuse in their home life. Experiencing domestic abuse can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

6. Honour-based abuse

‘Honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. Staff and the DSL are aware of this dynamic and will consider it when deciding what safeguarding action to take.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad

and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

7. Radicalisation and extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Please see the Preventing Radicalisation Policy for more information available on request or on CPOMS.

8. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.

9. Special circumstances

9.1. Looked after children

The most common reason for children becoming looked after is as a result of abuse, neglect or exploitation. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

9.2. Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

9.3. Work experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*. These procedures are available on request from the Director of Finance.

9.4. Children staying with host families

The school may arrange for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The school follows the guidance in Annex E of [Keeping Children Safe in Education](#) to ensure that hosting arrangements are as safe as possible.

10. Affluent Neglect

Affluent neglect refers to the neglect experienced by children in wealthy families. This can be more difficult to spot as the kind of neglect experienced by children and young people in these circumstances is often emotional.

In wealthy families it can be the case that parents work long hours, leaving children in the care of paid nannies or au pairs. This can create a disconnect emotionally and leave children feeling lonely, with their emotional needs unfulfilled by parents. Affluent parents may also put a high amount of pressure on their children to succeed at school which can sometimes lead to psychological and emotional problems for children.

Parental alcohol and substance abuse, Domestic abuse, Parental Mental Illness

These three factors (the known as the Toxic Trio) can be found in any type of family and should not be overlooked in wealthier families.

Drug use and Sexual activity: Sometimes due to lack of parental supervision and guidance, wealthier parents may have a more relaxed attitude to the risks their children take, or in many cases aren't sufficiently present or available to know what their children are doing. This often leads to increased risks for their children, who often have the financial access to facilitate drug abuse and the independence to engage in harmful sexual activity.

11.Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

APPENDIX 3

WHOLE SCHOOL INTIMATE CARE POLICY:

The [EYFS Policy.pdf](#) covers Intimate Care and sets out the process in full.

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.