



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 2026

Sexual Violence & Sexual Harassment between Children in Schools 2021

Cyber security Standards for Schools & Colleges

Working Together to Safeguard Children 2026

RSHE Guidance 2026

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 (Rachael Herman)

Council Lead

Chair (Sam Jukes-Adams); Council Safeguarding Lead (Annabel Cody)

Last Updated

July 2026

Last Approved

Due for approval September 2026

Next review

September 2027

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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 : Annabel Cody email: annabelc@kingalfred.org.uk

The headteacher is:

Stephen Campbell email: stephenc@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

If you believe a
child is in
immediate danger
you should call
999 or Barnet
MASH on
020 8359 4066



Tracy Preston

Designated Safeguarding Lead & Head of Counselling

Fives Court Building

tracyp@kingalfred.org.uk

020 8457 5257



Rachael Herman

Lower School Deputy Safeguarding Lead

Lower School Office

Email: rachaelh

07311 379 240



Fiona Parsons

Upper School Deputy Safeguarding Lead

Blue Building

Email: fionap

020 8457 5165

Additional members of the safeguarding team



Nina Soulsby

EYFS

Co-ordinator

Email: ninas

020 8457 5165



Kevin Tibble

Digital
Literacy Lead

Email: kevint



Magda Krajewska- Lewandowska

School Nurse

Email: magdalenak

020 8457 5207



Kirsty Richings

Head of
Facilities

Email: kirstyr

Senior leadership



Claire Murphy

Head of Year 7

Email: claiрем



Lucy Wiser

Head of Year 8

Email: lucyw



Sam Kirkwood

Head of Year 9

Email: samk



Lynne Sasson

Head of Year 10

Email: lynnes



Alex Wahon

Head of Year 11

Email: alexw



Nabihah Ahmed

Director of Sixth Form

Email: nabihaha



Dan Love

Assistant Head & SENCo

Email: danl



Sheila Hanlon

Assistant Head of

Sixth Form

Email: sheilah



Ander Fraser

Assistant Head of

Sixth Form

Email: anderf

Safeguarding Governor: Annabel Cody, Email: acody All email addresses end @kingalfred.org.uk

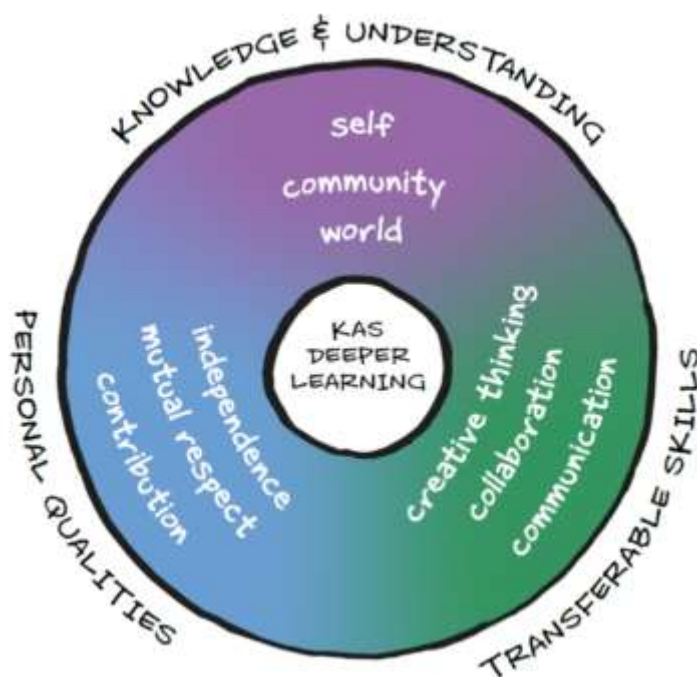
We are committed to safeguarding at KAS.

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

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	For non emergencies or routine advice or to report youth-related concerns call 101 or report it through Barnet Metropolitan Police 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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281121/Child_abuse_concerns_guide_for_practitioners.pdf)
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281121/Prevent_duty_guidance.pdf)
- [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281121/Disqualification_under_the_Childcare_Act_2006.pdf)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281121/Working_together_to_safeguard_children.pdf)
- Keeping Children Safe in Education 2026
- RSHE Guidance 2026
- 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
Gender Questioning Policy and Social Transitioning Procedure	DSL
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
Restrictive Interventions Policy	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
Mobile Phone Policy	Head of Digital Literacy
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, exploitation and modern slavery 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.

To ensure continuity of safeguarding responsibilities, school will implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will ensure that safeguarding concerns are received, monitored, and acted upon without delay.

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.

Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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 respond 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 consensual and non consensual making or sharing of nudes or 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 or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. School recognises the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

These can include:

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

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

School should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children with medical conditions

The [Medical and Allergy Policies](#) sets out the process in full and can be found internally within Staff Resources or via the website

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

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. Indicators that staff need to look for are:

- repeated absence;
- prolonged absence;
- part-time timetables;
- suspensions/exclusions;
- Alternative Provision;
- pupils with social workers;
- children missing during the school day;
- safeguarding action before the 10-day point where risk is indicated.

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.

Where the school is notified that a child has been placed in temporary accommodation, this will be treated as relevant safeguarding and welfare information. The DSL will consider whether additional support, attendance monitoring, pastoral intervention or liaison with external agencies is required.

Elective Home Education

Where parents intend to remove a child from school for elective home education, especially where the child has SEND, a social worker or other vulnerabilities, or where a parent expresses an intention to home educate, the school will consider a meeting with parents/carers, the local authority and relevant professionals before deletion from roll where possible, particularly for vulnerable children.

Mental health

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

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

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. School will ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to the DSL or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Gender questioning Children

The [Gender Questioning Policy and Social Transitioning Procedure](#) sets out the process in full and can be found within Staff Resources.

Where a child is questioning their gender or a request is made for support with social transition, the school will respond sensitively, thoughtfully and on a case-by-case basis within the safeguarding framework set out in KCSIE 2026. The school will not initiate social transition. Any request will be considered by senior leaders with involvement from the DSL, parents/carers unless this would increase risk of harm, and relevant professional advice where appropriate. Decisions will be clearly recorded, communicated appropriately and reviewed regularly with regard to the best interests of the child, the welfare of other children, safeguarding duties, the Equality Act 2010 and the Human Rights Act 1998.

The school will comply with KCSIE 2026, the School Premises Regulations and the Independent School Standards in relation to toilets, changing rooms and showers. Children will not be permitted to use toilets, changing rooms, showers or residential/overnight accommodation designated for the opposite biological sex. Where appropriate, alternative arrangements may be considered, provided they do not compromise the safety, comfort, privacy or dignity of the child or of other children.

The school will ensure that safeguarding records contain accurate information about a child's biological sex wherever this is recorded, and that relevant staff are aware of this information where necessary to fulfil safeguarding duties.

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.

Alternative Provision

Where the school places a pupil with an Alternative Provision provider, the school remains responsible for safeguarding that pupil. The school will obtain written confirmation that appropriate safeguarding checks have been carried out, will know where the child is based during school hours, including any subcontracted or satellite provision, and will review the placement at least half-termly. Where safeguarding concerns arise, the placement will be reviewed immediately and terminated if necessary unless or until concerns are satisfactorily addressed.

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.

Child on Child Abuse is seen as a safeguarding issue for both the victim and alleged perpetrator, it is preventable and may involve serious physical harm or threats involving weapons. Victims, alleged perpetrators and other affected children will be supported through a safeguarding response.

The school adopts a zero-tolerance approach to child-on-child abuse. It will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". The school recognises the links between harmful sexual behaviour, sexual harassment, sexual violence, misogyny/misandry, online abuse and AI-generated intimate imagery.

The school will ensure that systems for reporting child-on-child abuse are well promoted, easily understood and accessible to pupils. Allegations will be recorded on CPOMS, reviewed by the DSL or deputy DSL, investigated proportionately in line with safeguarding procedures, and managed with appropriate support for the victim, alleged perpetrator and any other affected children, including witnesses.

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.

Harmful Sexual Behaviour (HSB)

HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

The umbrella term 'harmful sexual behaviour' (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them, e.g., due to a disability or physical size.

Sexual Harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school. In this context it specifically relates to child-on-child sexual harassment. Such behaviour can:

- violate a child's dignity,
- make them feel intimidated, degraded or humiliated, and
- create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, examples of sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names,
- sexual "jokes" or taunting,
- physical behaviour, such as deliberately brushing against someone, or interfering with someone's clothes. Schools and colleges should assess when such behaviour crosses into sexual violence – it is important to talk to and consider the experience of the victim,
- displaying pictures, photos or drawings of a sexual nature,
- upskirting (this is a criminal offence¹⁴²), and
- online sexual harassment, which may occur independently, or as a broader pattern of sexual harassment and/or sexual violence.¹⁴³ This may include:
 - consensual and non-consensual making or sharing of nudes or semi-nudes. Sharing nudes and semi-nudes:
 - sharing of unwanted explicit content,
 - sexualised online bullying,
 - unwanted sexual comments and messages, including, on social media,
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Sexual Violence

School is aware that child-on-child sexual violence can and does occur, both inside and outside of school.

In this policy, sexual violence refers to specific sexual offences under the Sexual Offences Act 2003¹⁴⁵ as described below:

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 the 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 her/his 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. (sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What consent is: 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, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. 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 any sexual activity,
- the age of consent is 16¹⁴⁸, and
- sexual intercourse without consent is rape.

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 / carers

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.

Managing any support for the child internally via the schools own pastoral support processes,

including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,

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;
- When a child leaves the school, the DSL or a deputy will ensure the child protection file is transferred securely to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The file will be transferred separately from the main pupil file and confirmation of receipt will be obtained.

1.8 Process for reporting and referrals (multi-agency working) – including Family 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 community based Early Help, targeted Family Help and statutory children's social care thresholds for Barnet as well as Team around the Child (TAC) approaches. The DSL or the relevant Deputy DSL will attend any relevant meetings and will follow agreed procedures. These referrals may include:

- universal/community-based Early Help;
- targeted Family Help;
- section 17 child in need;
- section 47 significant harm;
- section 20 accommodation;
- section 31 care/supervision orders;
- escalation if outcomes are not improving

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 Family Help services will be made by way of a 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 MASH

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 council 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

Staff should be prepared to identify children who may benefit from support before statutory intervention, including community-based Early Help or targeted Family Help. The DSL or a deputy will usually lead liaison with other agencies and support inter-agency assessment, keeping cases under review and escalating to children's social care if the child's situation does not improve or worsens.

All school staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is pregnant and/or is a parent themselves
 - has exhibited early signs of abusive, violent and/or harmful behaviours
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care
 - has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools and in Alternative Provision or a Pupil Referral Unit
 - is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
 - is at risk of being radicalised into terrorism
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Community Based Early Help Assessment

If a child does not require the support of statutory children's services, the DSL (or a deputy) will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this

assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17.

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.

The school recognises the importance of information sharing between practitioners and local agencies. Including ensuring arrangements are in place and understood that set out clearly the processes and principles for sharing information within the school with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

School will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

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. When deciding what information to share, the school will consider:

- the relevancy of the information, including to the current safeguarding risk,
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and

- personal, and should be treated as 'special category personal data',
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt schools should seek independent legal advice.

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 data protection laws, including the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025, do not prevent school staff from sharing information with relevant agencies where that information may help to keep a child safe or promote their welfare.

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. The Single Central Record will be maintained in accordance with KCSIE 2026 and the school's Safer Recruitment Policy, including checks required for staff, agency and third-party staff, salaried trainees, volunteers where relevant, contractors where relevant, and members of Council. For an independent school, this includes section 128 checks for relevant management and governance roles.

Volunteers

Volunteers, including Council members, will be assessed in accordance with KCSIE 2026 and the school's Safer Recruitment Policy. A volunteer will be treated as engaging in regulated activity where they are responsible, on a frequent basis, for teaching, training, instructing, caring for or supervising children, providing advice or guidance on physical, emotional or educational wellbeing, driving a vehicle only for children, or where they undertake relevant personal care, healthcare or overnight activity. Those in regulated activity must have an enhanced DBS check with children's barred list information before undertaking such activity.

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.

Where school facilities or premises are hired or rented to external organisations or individuals, the school will seek assurance that appropriate safeguarding and child protection policies and procedures are in place. Safeguarding requirements will be included in any hire, lease or transfer of control agreement, and failure to comply may lead to termination of the agreement.

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.

All staff will read Part One of KCSIE 2026. School leaders and staff who work directly with children will also read Annex A. The school will record confirmation and provide mechanisms to support understanding.

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 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 school 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). In addition they will ensure that a review of the filtering and monitoring effectiveness is carried out at least once every academic year.

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

Restrictive Interventions & Positive Handling	Select Staff	Annually
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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 [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 schools 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, trainee teachers 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 & trainee 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 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.

ALLEGATION RECORDING AND RETENTION OF RECORDS

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 (Use and Access) Act 2025**.

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.

Harm threshold allegation records for substantiated, unsubstantiated and unfounded allegations will be retained for 10 years or until pension age, depending on the case.

LEGAL REPORTING DUTIES

The school will make a referral to the DBS where the legal criteria are met. Failure to refer when required is a criminal offence. Where a teacher is dismissed, or the school would have ceased to use their services because of serious misconduct had they not left, the school will consider whether a referral to the Teaching Regulation Agency is required

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. Substantiated safeguarding allegations will be included in references where relevant, while false/malicious allegations will not be included.

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 council**.

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

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, trainee teachers, volunteers, and contractors), then:

- this should be referred to the headteacher who will consider whether an onward referral to the LADO is required,
- where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of council

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, trainee teachers, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the schools low-level concerns policy.

When a safeguarding concern or allegation is made about a member of staff, including supply staff, contractors, trainee teachers 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.

When using a supply agency, the school will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where concerns or allegations relate to a trainee teacher placed within a school or college, the expectations of schools and colleges set out above also apply. In addition, teacher training providers are expected to follow the same procedures as set out for supply agencies. 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: 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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.

Sexual abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their schools policy and procedures for dealing with it.

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

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below).

The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse
- unexplainable and/or prolonged or persistent absences from education
- serious violence, criminal exploitation (including that linked to county lines),
- radicalisation, and
- consensual and non-consensual making or sharing of nudes or semi nudes.

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 & Weapon Protocols

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

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.

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 in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an 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 can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

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. This can be committed by an individual or an organised network, and most sexual abuse is committed by those previously known to the victim. 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. 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 & AI Risk Categories

The school recognises that technology, including generative artificial intelligence, can facilitate abuse and safeguarding harm. Staff will be alert to risks including AI-generated or digitally altered intimate images, deepfakes or "deep nudes", generative AI applications that simulate harmful contact, misinformation, disinformation, misogynistic online influencers, online grooming, financial exploitation, harmful content and child-on-child online abuse.

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.

The effectiveness of filtering and monitoring systems will be reviewed at least annually by the SLT lead responsible for filtering and monitoring, with support from the DSL and IT support. The review will include checks that filtering is working appropriately on all internet-connected devices in relevant locations, and records of checks and decisions will be retained.

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 and the school will review its whole-school online safety approach annually, supported by an online safety risk assessment that considers the current and emerging risks faced by pupils. Where generative AI tools are used, the school will assess safeguarding, data protection and filtering/monitoring risks and will have regard to DfE guidance and product safety expectations.

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, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **contact** - being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example 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, including those generated using AI and online bullying
- **commerce** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

4. Mobile Phone-Free School Environment

The [Mobile Phone Policy](#) set out the process in full.

The school's mobile phone and personal device arrangements support the expectation in KCSIE 2026 that schools should be mobile phone-free environments by default, with exceptions managed by the Headteacher where appropriate.

Pupils do not have access to their phones throughout the school day, during lessons, the time between lessons, breaktimes and lunchtime. Exceptions are set out in the Mobile phone Policy

- Lower School (year 6 and below) - No phones
- Years 7 & 8 – Feature phone only – no Smartphones in school (or wearable devices)
- Year 8-11 – All phones to be put in lockers during school day except for off-site lunchtimes
- 6th Form – Responsible phone use

5. Consensual and Non Consensual Self Generated Intimate Images and/or videos including those generated using AI (e.g. Deepfakes)

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 consensual and non consensual self generated intimate 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 consensual and non consensual self generated intimate images 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

Deepfakes as Abuse

- The creation and distribution of deepfake intimate images is a form of child-on child abuse and is a criminal offence. This can include:
- 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.

6. 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.

The school will act on Operation Encompass or equivalent police notifications as safeguarding information, ensuring timely support for the child and appropriate recording on CPOMS.

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.

7. 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.

Teachers have a specific legal duty to report to the police where, in the course of their professional duties, they discover that an act of FGM appears to have been carried out on a girl under the age of 18. Staff should also inform the DSL, but this does not replace the teacher’s personal legal duty to report to the police.

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.

8. 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.

9. 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.

10. Special circumstances

10.1. 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. This includes previously looked after children, adoption, special guardianship and child arrangement orders. 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.

10.2. 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.

10.3. 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.

10.4. 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.

11. 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.

12.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

13.Sports

As children get older, some sports are typically taught and played in single sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. In other cases, schools may have adopted a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child makes a request relating to how they participate, school will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

14.Young Carers

Young carers 246. School should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

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.