

THE KING'S SCHOOL IN MACCLESFIELD



SAFEGUARDING POLICY (FOUNDATION)

The King's School approach to safeguarding

The King's School is committed to keeping pupils safe and to ensuring that children's welfare is always a priority. We adopt a whole school approach with a child centered and contextual focus to safeguarding at all times. All members of staff are required to play a role in safeguarding children and appreciate that:

It is essential that everyone working at The King's School understands their safeguarding responsibility.

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child'
Keeping Children Safe in Education 2024

'Successful outcomes for children depend on strong partnership working between parents, carers, and the practitioners working with them. Practitioners should take a child centred approach to meeting the needs of the whole family'
DfE Working Together 2024

The King's School works alongside Safeguarding Partners and pays due regard to its procedures and practices.

Purpose of the Safeguarding Policy

The purpose of this policy is to inform King's staff, parents, pupils and governors how the school safeguards its pupils, the role staff must play in this, procedures for referrals of abuse and the support offered to children who are the victims of abuse.

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Safeguarding Contacts

A parent, pupil, or member of staff who has a concern about any pupil within the King's School should without delay report that concern to one of the Designated Safeguarding Leads on 01625 260000.

Designated Safeguarding Lead - Principal of the Senior Division

Mrs Helen Broadley
helen.broadley@kingsmac.co.uk

Deputy Designated Safeguarding Lead - Head of Foundation

Mr Jason Slack
jason.slack@kingsmac.co.uk

Deputy Designated Safeguarding Lead - Deputy Head (Operations)

Mr Paul Cooper
paul.cooper@kingsmac.co.uk

Deputy Designated Safeguarding Lead - Principal of the Sixth Form

Miss Donna Jestin
donna.jestin@kingsmac.co.uk

Deputy Designated Safeguarding Lead & Nominated DSL for EYFS - Principal of the Infant & Junior Division

Mrs Rachel Cookson.
rachel.cookson@kingsmac.co.uk

Deputy Designated Safeguarding Lead - Vice-Principal of the Junior and Infant Division

Mr Philip Boardman
philip.boardman@kingsmac.co.uk

Safeguarding Governor Chair of Governors

Mr Ian Bradley
Mr Andrew Higginson

Making a referral - Key Contact details

Designated Safeguarding Leads

Helen Broadley, Jason Slack, Paul Cooper, Donna Jestin, Rachel Cookson, Philip Boardman
01625 260000

Cheshire East Children's Consultation Service ChECS (Children's Social Care): using the Signs of Safety assessment tool

0300 123 5012

Cheshire East Out of hours service

0300 123 5022

Cheshire East Safeguarding Adviser for Education and Settings (SCiES)

01606 275039

Cheshire East Local Authority Designated Officer
01606 288931

Derbyshire Safeguarding Children's Partnership
01629 533190

Stockport Safeguarding Children's Partnership
0161 217 6028 (Out of hours 0161 718 2118)

Staffordshire Safeguarding Children's Partnership
01785 277151
0300 111 8007 (Out of hours 0345 6042886)

Manchester Safeguarding Children's Partnership
0161 234 5001

Cheshire Police Youth Engagement Officer
PC Alice Mayo
alice.mayo@cheshire.police.uk

Non-emergency Police number
101

Cheshire Police Prevent Officer
01606 362121
prevent@cheshire.pnn.police.uk

National Police Prevent Advice Line
0800 011 3764

Cheshire East Domestic Abuse Hub (CEDAH)
0300 123 5101

NSPCC Whistle Blowing Helpline 0800 028 0285 / help@nspcc.org.uk

Cheshire East Safeguarding Children's Partnership
CESCP@cheshireeast.gov.uk

Ofsted

0300 123 4666

Childline

0800 1111

NSPCC

0808 800 5000

Safeguarding - a definition

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

The school safeguards pupils who have suffered or are likely to suffer significant harm. These matters must be reported to Local Authority Children's Social Care immediately. The school understands that successful outcomes for children depend on strong partnership working between parents, carers, and the practitioners working with them. Practitioners should take a child centred approach to meeting the needs of the whole family.

The school is committed to work to protect pupils and families who are in need of additional support: this support may be from one or more local agencies, for example the Police, Health, CAMHS, Family Services. The school will work to ensure that they receive extra help, early help, inter-agency assessment and intervention using local processes. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Statutory framework

In order to safeguard and promote the welfare of children, the School will act in accordance with legislation and guidance, including 'Working Together to Safeguard Children' 2024 and 'Keeping Children Safe in Education 2024'.

This policy should also be read in conjunction with the following King's School publications

- Safer Recruitment Policy
- Low-level Concern Policy
- Whistleblowing Policy and Procedure
- E-safety Policy
- Mobile Phones and Smart Devices: Acceptable Use Policy
- Early Years Foundation Stage Policy on the Use of Cameras and Mobile Telephones
- Visiting Speakers' Policy
- Children Missing from Education Policy
- Anti-Bullying Policy, including the Student-Friendly Anti-Bullying Policy
- Child-on-Child Abuse Policy

Designated Safeguarding Leads also take due note of the advice contained in:

- 'What to do if you're worried a child is being abused: Advice for practitioners'
- 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'
- 'Working Together to Improve School Attendance': guidance on school attendance
- Teaching online safety in schools
- UKCIS guidance on the sharing of nudes and semi-nude images
- Sexual Violence and Sexual Harassment between children in school and college
- Mental Health and Behaviour in Schools Guidance
- Upskirting: know your rights
- LGfL Safeguarding and Online Resources
- The Right to Choose: government guidance on forced marriage
- County Lines Toolkit for Professionals
- SWGfL and The Marie Collins Foundation Harmful Sexual Behaviour Support Service
- CSA Centre of Expertise on Child Sexual Abuse
- PACE Code C 2019 - Appropriate Adult
- Undressed (lgfl.net)
- [The Prevent Duty | LGFL](#)

Information about further ways in which the school safeguards its pupils can be found in:

- Alcohol and Drug Misuse Policy
- Anti-Bullying Policy and Procedure
- Student-friendly Anti-Bullying Policy
- Behaviour Policy
- Disability and Accessibility Policy
- Drugs and Illegal Substances Policy
- Equal Opportunity Policy

- First Aid Policy
- Gender Identity and Transgender Policy
- Guidance on the use of school email
- Health and Safety Policy
- Hosting parties for adolescents' guidance for parents
- Keeping children safe online guidance for parents
- Mental Health Policy
- Mobile Phones and Smart Technology: Acceptable Use Policy
- Personal, Social, Health and Economic Education (PSHE) Policy
- Pupil Data Protection Policy
- Relationship and Sex Education Policy written in line with 'Relationships and Sex Education (RSE) and Health Education 2021
- Restraint Policy
- Search and Confiscation Policy
- Starters and Leavers Notification Procedure
- Whistle Blowing Policy and Procedure

Response to '*Keeping Children Safe in Education*' DfE 2024

'*Keeping Children Safe in Education 2024*' lists several safeguarding issues about which schools are advised to be vigilant. All staff must read and sign to confirm they have read and understood Part One, Annex A and Annex B of this guidance. The school ensures that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One and that all staff are aware of their responsibility to provide a safe environment in which children can learn. Annex A contains a condensed version of Part One of *Keeping Children Safe in Education 2024* which can be provided to staff who do not work directly with children.

The Safeguarding Team have considered the levels of risk to which King's pupils might be exposed and have put in place measures to educate pupils accordingly. Pupils are kept well informed about 'local' issues which affect the school community through a coordinated programme of assemblies, form periods, classroom discussions, external speakers, formal presentations and PSHE/Compass lessons - at appropriate ages and points in the school year.

Staff training is a priority at King's. In light of recent guidance, there is a focus on education and training in the areas of abuse, neglect and exploitation, children who are absent from education, online safety, children with SEN and disabilities, child sexual exploitation (CSE), Child Criminal Exploitation (CCE), sexual violence and sexual harassment, child on child abuse, teenage relationship abuse, mental health conditions, domestic violence, forced marriage, 'honour-based' violence, including female genital mutilation (FGM) and preventing radicalisation. The school has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance 2023. All staff complete an on-line general awareness training module on Channel and complete Prevent Duty training.

Our pastoral staff undergo regular safeguarding training and the school makes use of courses and training from Safeguarding Partners, the Police, NSPCC and CEOPS in order to remain up-to-date. Regular updates are provided to staff through pastoral briefings, weekly updates, e-bulletins and emails.

Designated Safeguarding Leads (DSLs)

The team of Designated Safeguarding Leads (DSLs) - consisting of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads - have been fully trained for the demands of their role in Safeguarding, Child Protection and Inter-Agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo regular training and maintain close links with Safeguarding Partners, and report regularly to the Head of Foundation and Governors on safeguarding matters. The Designated Safeguarding Lead will complete high level training to support the Prevent strategy. All Deputy Designated Safeguarding Leads will deputise for each other should one of the Deputy Designated Safeguarding Leads not be available. The Deputy Designated Safeguarding Leads work in accordance with guidance in Annex C of Keeping Children Safe in Education 2024.

The Designated Safeguarding Lead is Mrs Helen Broadley (see Appendix A for job description). The Deputy Designated Safeguarding Leads (see Appendix B for job description) are Mr Jason Slack, Mrs Rachel Cookson, Mr Paul Cooper, Mr Philip Boardman and Miss Donna Jestin. Mrs Rachel Cookson is responsible for safeguarding in the EYFS setting. The responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads can be found as an appendix to this policy. The Safeguarding Governor is Mr Ian Bradley.

Looked after children and previously looked after children

The Designated Safeguarding Lead is responsible for ensuring correct procedures are followed with regard to looked after children and previously looked after children. They will liaise with the relevant bodies, including the Local Authority, to support looked after children and will inform Local Authority Children's Social Care of any previously looked after children in the school. The Designated Safeguarding Lead should provide the support required for all care leavers.

Appropriate Adult

The Designated Safeguarding Lead will ensure that the code of practice for detention, treatment and questioning by Police Officers is followed in school. The Designated Safeguarding Lead will ensure that an Appropriate Adult supports a suspect if they are a child or deemed vulnerable. This guidance is outlined in the Police and Criminal Evidence Act PACE Code C 2019.

Staff duties

Children's welfare is always a priority and King's School staff and volunteers are obliged to:

- remember that safeguarding is everyone's responsibility and, although referrals are usually to be managed by the Designated Safeguarding Lead or by one of the Deputy Designated Safeguarding Leads, anyone can refer a child to Local Authority Children's Social Care
- confirm they have read, understood and act in accordance with part one of the DfE Keeping Children Safe in Education 2024 guidance and the information contained in Annex B
- notify the school immediately if they know for any reason why they should not be working with children. This includes any staff who are disqualified from childcare or registration
- adhere to the Safeguarding Policy and follow the advice therein

- attend training and refresher training as required by the school in line with advice from Safeguarding Partners
- report immediately to the Designated Safeguarding Lead (DSL) any suspected cases of abuse and not to share that information with any other person unless guided to do so by the Designated Safeguarding Lead
- play a proactive role in contributing to the safeguarding of King’s pupils, including the monitoring of attendance, friendship changes and performance concerns
- keep accurate, objective and up-to-date notes about any case with which they may be involved. The Data Protection Act states that information should be: ‘accurate, up-to-date, fit for purpose, relevant’
- follow safeguarding processes, supporting social workers and other agencies following any referral
- make the Designated Safeguarding Lead aware of any queries they may have regarding the school’s safeguarding procedures
- Staff are not allowed phones within the EYFS setting and further guidance can be seen in the Mobile Phones and Smart Technology: Acceptable Use Policy

Staff Training

The King’s School is committed to providing up-to-date and high-quality safeguarding training for its staff and volunteers. All staff, including the Head of Foundation, have received safeguarding training. All child protection training is approved by Safeguarding Partners. All staff on appointment meet with the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead and are given training in their statutory duties and in their role in safeguarding King’s pupils. All new staff receive whistleblowing, Prevent Duty and online safety training as part of their induction. They are also given a copy of the Safeguarding Policy, the Behaviour Policy, the Child Missing Education Policy, the Staff Code of Conduct, a copy of Part 1, Annex A and Annex B of ‘Keeping Children Safe in Education’ 2024 and the names of the Designated Safeguard Lead and all of the Deputies. They are required to acknowledge that they have received, read and understood this documentation.

All teaching and support staff attend safeguarding training in line with advice from Safeguarding Partners. The King’s School supplements this training with regular refresher courses and updates. Designated Safeguarding Lead training, in accordance with legal requirements, is updated every two years.

All temporary and voluntary staff are made aware of the School’s Safeguarding Policy on arrival at the school and immediate training is provided for newcomers. Accurate and up-to-date training records are kept centrally.

The school offers training on issues including abuse, neglect and exploitation, online safety, RSHE training, child-on-child abuse, domestic violence, teenage relationship abuse, protected characteristics, self-harm, eating disorders, other mental health problems, and First Aid, including Mental Health First Aid, as part of its’ Staff Development Programme.

Staff will also receive training on the following:

- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- special educational needs and disability

- children who are absent from education or deliberately missing education
- understanding expectations, applicable roles and responsibilities in relation to filtering and monitoring
- restraint and use of reasonable force
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Specific safeguarding training and advice is given to those colleagues who engage in one-to-one teaching, such as specialist music provision.

It is the Designated Safeguarding Lead's responsibility to ensure that pupils and staff are well-informed about the specific safeguarding issues in 'Keeping Children Safe in Education 2024', through Compass/PSHE, classroom discussions, the form period programme, assemblies, presentations, external speakers, staff training sessions and e-bulletins.

Governor training

All School Governors and trustees must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. All School Governors must read and confirm that they have read, Part 1 and Annex C of Keeping Children Safe in Education 2024, in addition to the school's Safeguarding Policy

Reporting safeguarding and child protection concerns to the Designated Safeguarding Lead

When reporting suspected abuse, staff must:

- let the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead know of their concerns immediately
- be aware that children might not tell staff about their abuse and it might be that staff overhear a conversation or the child's behaviour changes
- be 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; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child
- determine how best to build trusted relationships with children and young people which facilitate communication
- not share this information with others
- keep accurate, factual and objective notes
- report concerns promptly and accurately onto CPOMS

- delete these notes once the Designated Safeguarding Lead has acknowledged receipt.

It is important that children receive early help at the right time to address risks and prevent issues escalating and that colleagues act upon and refer any early signs of abuse or neglect without delay. The school has a child centered, contextual and coordinated whole school response to safeguarding. The best interests of the child are considered at all times. Keeping clear records, listening to the views of the child and reassessing concerns when situations do not improve, sharing information and challenging action are essential elements of King's approach to safeguarding. At all times the victim will be taken seriously, kept safe and never made to feel as if they have created a problem.

'Keeping Children Safe in Education' DfE (2024) reminds us that any colleague may make a referral to external agencies if the need arises. Staff are provided with guidance when making a referral to external agencies using Contextual Safeguarding and the Signs of Safety framework.

What to do in the event of a pupil disclosure - advice for staff

- If you are in a public place, make arrangements to talk in a room where you can talk in private
- Do not promise confidentiality to the child. You might say 'I need to let you know that if you tell me anything which makes me believe you might be at risk; I shall have to tell the Designated Safeguarding Lead'
- Do not ask any leading questions, i.e. any question which might elicit a yes/no response
- Reassure the young person that they have done the right thing in telling you
- As soon as you are able, make an accurate, detailed and objective account of what has been said. Do not investigate the disclosure yourself
- Call/visit the Designated Safeguarding Lead immediately to let them know of the disclosure. If you are not sure whether or not the child is safe to go home, do not let them leave until you have spoken to a Designated Safeguarding Lead
- On rare occasions, the Head of Foundation may exercise their right to ask a pupil to remain away from the school temporarily if he considers the pupil presents a risk to themselves or others
- If the child is able to go, tell them what will happen next and reassure them that they have done the right thing
- Disclosures should be reported accurately, promptly and directly onto CPOMS
- If you send an electronic version of a report via email, mark the mail 'Strictly private and confidential' and send it only to the Designated Safeguarding Lead; do not copy in others. Once receipt of this has been acknowledged, delete your copy of the report
- Adhere to the 5 Rs of Disclosure: Recognise, Respond, Reassure, Report, Record
- The school uses CPOMS, a market-leading software application for monitoring child protection, safeguarding and complex pastoral issues. CPOMS allows the Designated Safeguarding Leads to manage and record child protection records securely and centrally

Making referrals to external agencies

The school has regard to the DfE guidance, *Dealing with Allegations of Abuse*.

Where abuse is suspected by either an adult or a student:

- The matter should immediately be brought to the attention of the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.
- *Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process*
- It is the Designated Safeguarding Lead's responsibility to liaise with Social Services on welfare matters including Child Abuse, however anyone can make a referral
- It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that the Designated Safeguarding Lead gains consent; and, if to gain consent would place a child at risk
- In the case of Child-on-Child Sexual Violence or Harassment, the victim may ask the school not to tell anyone. The school is aware that there is no definitive answer to this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public interest task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. If in doubt, speak to a Designated Safeguarding Lead.
- DPA and UK GDPR do not prevent the sharing of information for purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.
- Local Authority Children's Social Care assessments should consider where children are being harmed in contexts outside the home. It is important that as much information as possible is provided as part of the referral process. This will ensure that any assessment considers all available evidence and enables a contextual approach to safeguarding children
- Where a crime may have been committed, the Police will be informed from the outset
- If a child is identified at risk of radicalisation, referrals should be made to Channel and Local Authority Children's Social Care
- If a child appears to have suffered from FGM, staff have a duty to inform the Police immediately. The school ensures that staff have read and understood the guidance in Annex B of Keeping Children Safe in Education 2024 and they are aware of their duty. Further information regarding when and how to report cases of FGM can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Parental consent is not required for referrals to statutory agencies

Where an adult working at the school is suspected of abuse:

- Without delay the matter will be referred to a Designated Officer at the local authority (LADO).
 - Where the adult is a paid employee, a decision will be made by the Head of Foundation (or a senior member of staff acting on their behalf) and/or the Director of Finance to suspend them pending the outcome of the Designated Officer's investigation. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the individual notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff.

- Where abuse by the Designated Safeguarding Lead is suspected, the Head of Foundation should be approached directly, or, if not available, the Chair of the Governors, via the Director of Finance.
 - Where abuse by the Head of Foundation is suspected, the Chair of the Governors should be approached and they will liaise with the Designated Officer and with the Designated Safeguarding Lead. This should be done without informing the Head of Foundation.
 - Where the adult is a volunteer or visitor to the school, a decision will be made by the Head of Foundation (or a senior member of staff acting on their behalf) and/or the Director of Finance to suspend their involvement at school pending the outcome of the Designated Officer's investigation.
 - Where the adult is a Governor, the Head of Foundation will liaise with the Designated Safeguarding Lead, Chair of Governors and Director of Finance. A decision will be made to suspend them from activities relating to their Governance pending the outcome of the Designated Officer's investigation.
 - Where the adult is the Chair of Governors, the Head of Foundation will liaise with the Designated Officer, Designated Safeguarding Lead, Vice Chair of Governors, and Director of Finance. This should be done without informing the Chair of Governors. A decision will be made to suspend them from activities relating to their Governance pending the outcome of the Designated Officer's investigation.
- The school will report promptly to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.
 - The school will make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed for misconduct or would have been dismissed had they not resigned first (the reasons for such an order being related to the safeguarding of children).
 - In the EYFS registered setting, Ofsted must be informed of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at the latest.

When a child changes educational setting:

- In the case of children who are absent from education or deliberately missing from education the Local Authority must be informed. The school will inform the local authority of any pupil who fails to attend school regularly or who has been absent for a period of more than 10 school days without permission
- When a child leaves the school, the local authority is informed of the future school, enrolment date and reason for leaving within 5 working days in line with our Starters and Leavers Procedure.
- When a child leaves the school to be home-educated, the local authority are informed within 5 working days via the Elective Home Education Consultant.
- The school will work with the local authority and other key professionals before a decision is made to ensure that home education is in the child's best interests. This is particularly important if the child has SEND, is vulnerable or has a social worker.

Advisory Services

When making decisions regarding referrals to external agencies, advice may be sought from the School Doctor, a Police Liaison Officer, Safeguarding Partners, the Safeguarding Children in the Educational Setting (SCiES) Team, NSPCC, for example.

When deciding whether to make a referral following an allegation of abuse, the Head of Foundation and the Designated Safeguarding Lead will not make their own decision over what appear to be borderline cases but will discuss the issue with a Designated Officer at the local authority (LADO) using Contextual Safeguarding and the Signs of Safety assessment tool. This will ensure that the school does not jeopardise a police investigation should circumstances prove to be more serious than first thought.

Key contact details for making a referral to external agencies can be found at the beginning of this document.

Low Level Concerns

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold to consider a referral to the Local Authority Designated Officer (LADO). A low-level concern is any concern - no matter how small, even if no more than a 'nagging doubt'. A low-level concern could be raised when an adult may have acted in a manner which is not consistent with the school's Code of Conduct or where a pupil has been made to feel humiliated. It may also relate to an adult's conduct outside of work which has caused a sense of unease about that adult's suitability to work with children. When a low-level concern is raised, the school will act in line with our Low-Level Concern Policy. The purpose of our Low-Level Concern Policy is to:

- Embed a culture of openness;
- Ensure staff are clear about, and are confident to distinguish between, expected and problematic behaviour;
- Empower staff to share any low-level concern with the Designated Safeguarding Lead;
- Address unprofessional behaviour at an early stage;
- Identify concerning, problematic or inappropriate behaviour;
- Provide for responsive, sensitive and proportionate handling of such concerns;
- Help identify any potential weaknesses in the school's safeguarding systems.

Signs of abuse, neglect and exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and

exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online, as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. If staff are unsure, they should speak to the designated safeguarding lead or a deputy.

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), criminal exploitation, serious youth violence, county lines, and radicalisation. The school understands the importance of supporting *siblings where there is intrafamilial harm, even if they are not a direct victim. All required support will be put in place.*

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Warning signs:

- Bruises in places where you would not normally expect to find them on a child
- Bruises which have a distinct shape or pattern, like handprints, grasp or finger marks or belt marks
- Burns or scalds with clear outlines
- Bite marks - bruises like 'love bites'
- Bruising in or around the mouth, especially in very young children

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

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.

Warning signs:

- A child who is constantly blamed for things that go wrong
- A child who is made to carry out tasks inappropriate to their age
- A child who is not allowed to do usual childhood activities
- A child in a household where there are arguments and violence

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

Warning signs:

- A child who displays sexual knowledge or behaviour inappropriate for their age
- A child with injuries or unusual appearance to private areas of the body
- A child who is being encouraged into a secretive relationship with an adult
- A child who hints at sexual activity through words, play or drawings
- A child with a sexually transmitted infection

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.

Warning signs:

- A child who always appears dirty and smelly
- A child who looks thin and ill
- A child with illnesses that have not been treated
- A child with inadequate or unsuitable clothing for the weather conditions
- A child who suffers repeated accidents
- A child who is not safely supervised
- A child who does not respond when given attention
- A child who craves attention and affection from any adult

'Working Together to Safeguard Children 2024' provides many other possible indicators of abuse. Colleagues should consult this guidance and/or speak to senior staff if they are in

any way concerned about a pupil's behaviour. Further guidance is provided by: 'What to do if you're worried a child is being abused: Advice for practitioners'.

Early Help

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff must exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour (HSB) and may prevent escalation of sexual violence.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Children with special educational needs and disabilities or physical health issues

All staff need to know that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges: further barriers can exist when recognising abuse and neglect 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. Staff need to understand that children with SEND are more prone to peer group isolation and bullying (including prejudice-based bullying) than other children. Children with SEND or certain medical conditions are also disproportionately impacted by behaviours such as bullying, often without outwardly showing any signs. Children with SEND may have communication barriers and difficulties in managing or reporting the challenges they are facing, staff need to be aware of this. Additional support will be offered to pupils with SEND, this support will be offered by an appropriate adult such as a class teacher, form tutor, Head of Year, the Head of Learning Support or a Designated Safeguarding Lead.

Additional information can be found here:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)

[Learning Disability - Down syndrome - Williams syndrome | Mencap](#)

[Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

Child-on-Child Abuse: abuse by one or more pupils against another pupil

All staff should be aware that children can abuse other children (often referred to as Child-on-Child Abuse). The King's School has a zero tolerance to any form of Child-on-Child Abuse, Sexual Violence and Harassment. All concerns should be reported to a Designated Safeguarding Lead.

All staff must understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

This is most likely to include:

- bullying (including cyberbullying). A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. The school has a zero-tolerance policy to bullying: the school promotes a kind, caring and welcoming environment which keeps the school community safe. Robust pastoral systems, open communication channels throughout the school community minimise the risk of child-on-child abuse occurring. The school does not tolerate bullying and deals with all incidents promptly. All incidents of bullying are dealt with in accordance to our Anti-Bullying Policy and Procedure accompanied by careful monitoring and record keeping. Abuse should never be passed off as 'banter'.
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. Further guidance can be found in the document 'Sexual violence and sexual harassment between children in schools and colleges September 2021' at GOV.UK
- upskirting
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm at the hands of another child, this must be referred to local agencies. A decision will be made by the Head of Foundation to suspend the child pending an investigation by the Designated Officer. Children are capable of abusing their peers. The school recognises the increased vulnerability of children with SEN and disabilities to abuse, including Child-on-Child Abuse. The school recognises that Child-on-Child Abuse can be gendered in nature.

The school understands that being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. As such, the school recognises that children who are LGBT are more at risk of bullying or harm. The risks can be compounded if a child who is LGBT lacks a trusted adult with whom they can be open. The school

endeavours to reduce the additional barriers faced and provides a safe space for them to speak out or share their concerns with members of staff. A weekly LGBT Club and associated Equality and Diversity Council provide such a forum. The school actively promotes equality, diversity and inclusivity within the school community.

In the event of a disclosure of Child-on-Child Abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk'. All children involved will be provided with suitable support in line with our Anti-Bullying Policy. The school deals with all Child-on-Child Abuse incidents as a high priority, they are carefully monitored and recorded on CPOMS. A risk assessment will be undertaken. At all times the victim will be taken seriously, kept safe and never made to feel as if they have created a problem. The location of Child-on-Child Abuse, including Sexual Violence and Harassment, will always be considered. The school will ensure that risk management is in place in these areas.

The pupils are reminded in assemblies that they can report concerns, in confidence, and they know that their concerns will be addressed swiftly. The school offers an anonymous online reporting system to pupils in the Senior and Sixth Form Division, 'King's Share and Care'. A link to this reporting service is located on the school website and on the Pupil Portal. This facility allows pupils to anonymously report concerns online. This system is checked daily by a designated member of the Pastoral Team. In the Junior and Infant Division, Listening Ear Boxes allow pupils to share concerns with staff. These boxes are also checked daily.

The school recognises that if there are no reported cases of child-on-child abuse, such abuse may still be taking place. It may be the case that it has simply not been reported.

Sexting

Sexting is sending, receiving or forwarding sexually explicit messages, photographs and images. Incidents will be dealt with in accordance with the 'Sharing of nude and semi-nude guidance' issued by UKCIS. The best interests of the children involved will be considered at all times.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks in order to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting has been illegal since 12 April 2019. Further guidance can be found in the document 'Upskirting: know your rights' at GOV.UK.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity: Child Sexual Exploitation (CSE) is a form of sexual abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females, children or adults. The abuse can be a one-off or series of incidents over time and range from opportunistic to complex organised abuse. Victims can be exploited even when activity appears to be consensual.

In the case of Child Criminal Exploitation (CCE), it is important to note that the experience of boys and girls may be very different: the indicators may not be the same. Both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation. Further information can be found in Annex B of Keeping Children Safe in Education 2024.

Serious Violence

All staff should be aware of the indicators which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals, a significant decline in performance, signs of self-harm or a significant change in wellbeing. Unexplained gifts could also indicate that children have been approached by or involved with individuals associated with criminal networks and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious crime, such as being male, having frequent exclusion from school, having experienced child maltreatment and being involved in offending. Further information can be found in the guidance 'Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines'.

Specific Forms of Abuse and Safeguarding Issues

Keeping Children Safe in Education 2024, in Annex B, outlines a number of specific forms of abuse and safeguarding issues. All staff who work directly with children must read Annex B. If staff have any concerns about a child's welfare, they should act on them immediately and inform a Designated Safeguarding Lead. If a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care is made immediately. Anyone can make a referral. These specific forms of abuse and safeguarding issues include:

Child Abduction and Community Safety Incidents

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

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful for children and they may need the school's support. Two age-appropriate guides are available to offer support to children:

[Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, sexual abuse or exploitation or it might be a sign of child criminal exploitation, including involvement in county lines. A Child Missing from Education may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should inform a Designated Safeguarding Lead if they have concerns regarding a child's attendance. In the event of a Children Missing from Education, the Designated Safeguarding Lead will follow the procedures in our Child Missing Education Policy and Procedure.

Children who are Absent from Education (CAE) or Deliberately Missing Education

All staff should be aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign for a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. It is important that the school monitors attendance and responds to persistently absent pupils, working with families to prevent the risk of them becoming a child missing education in the future. An early response is vital, form tutors and pastoral teams are made aware of the importance of their role in monitoring and supporting attendance. Early Help is vital in order to safeguard pupils absent from or deliberately missing education. All intervention is carefully logged on CPOMS and/or Pastoral files.

Children with Family Members in Prison

Staff need to be aware that children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health if their parent or a family member is in prison. Approximately 200,000 children in England and Wales.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK. Children may be exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Staff need to be aware of these risks to children and inform the Designated Safeguarding Lead if they are worried that a child is at risk of exploitation.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. All staff need to be aware that exploitation can take many forms including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Cybercrime

Cybercrime is criminal activity committed using computers or the internet. Children with particular skill and interest in computing and technology may inadvertently, or deliberately,

stray into cyber-dependent crime. If a member of staff has concerns about a child in this area, the Designated Safeguarding Lead should be informed. The Designated Safeguarding Lead may consider a referral to the Cyber Choices programme: cyberchoices@nca.gov.uk.

Domestic Violence

All children can witness and be adversely affected by domestic abuse in the context of their home life. Experiencing domestic abuse and violence can have a serious, long lasting emotional and psychological impact on children. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Teenage Relationship Abuse

Staff need to be aware that children are at risk of domestic abuse within their own intimate relationships. This is known as Teenage Relationship Abuse.

Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

So-called 'honour'-based abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wide family network or community pressure, it may also include multiple perpetrators. It is important that staff are aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA should be handled and escalated with care in partnership with external agency support.

FGM

FGM (female genital mutilation) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff must report to the Police all cases where they discover that an act of FGM appears to have been carried out.

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Forcing marriage is illegal in England and Wales. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices as a way to coerce a

person into marriage. As a school we play an important role in safeguarding children from forced marriage.

Preventing Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a key part of our safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person or people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, however there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. All staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead making a Prevent referral.

The Prevent Duty is a key part of our safeguarding obligations. The Designated Safeguarding Leads and Deputies are familiar with the Prevent Duty guidance, how to make a Prevent referral and support a Channel Panel with assessment.

Advice for schools on the Prevent Duty can be found in the Prevent Duty Guidance 2023.

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

Additional support can be accessed via three e-learning modules:

Prevent awareness e-learning: an introduction to the Prevent Duty.

Prevent referrals e-learning: making a Prevent referral.

Channel awareness e-learning: contributing to a multi-agency Channel panel.

Educate Against Hate is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.

educateagainsthate@gmail.com

Mental Health

All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where a child has suffered abuse or neglect, or other potentially adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff need to be aware how these childhood experiences can impact on a child's mental health, behaviour and education. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff are offered regular Mental Health First Aider Training and Mental Health Awareness Training. If staff have a mental health concern about a child they will follow their training and the procedures outlined in our Mental Health Policy. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and a Designated Safeguarding Lead should be informed. More information can be found in the Mental Health and Behaviour in Schools Guidance.

Online Safety

The school is committed to keeping children safe whilst online. Staff receive regular training and updates in order to empower them to protect and educate pupils, and parents, in their use of technology. Technology evolves and changes rapidly so ongoing training is key.

The school works with parents and carers regarding their child's access to online sites when away from school. The school shares information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school their child is going to be interacting with online

Termly E-Safety and Safeguarding Bulletins are issued to staff and parents providing regular updates. Safeguarding Alerts are provided as required. Annual E-Safety Workshops are also offered to parents and carers, Cheshire Police support and deliver this workshop.

All staff receive online safety training which includes an understanding of the school's role and responsibility in relation to filtering and monitoring online activity. This training is regularly updated.

The school adopts a whole school approach to online safety, it safeguards pupils from potentially harmful and inappropriate online material. The school protects and educates pupils and staff in their use of technology. The school recognises that there are four risk categories referred to as the 4Cs:

- Content: being exposed to illegal, inappropriate or harmful content
- Contact: being subjected to harmful online interaction with other users
- Conduct: online behaviour that increases the likelihood of harm
- Commerce: risks such as online gambling, phishing or financial scams

At school the children are asked to use the Bring Your Own Device (BYOD) wi-fi to access the internet: they are discouraged from using their own 3G/4G/5G network during the school day. The school actively filters and monitors internet usage within the school

infrastructure daily. The school considers the languages pupils may be using in this monitoring and filtering system. All concerns raised as a result of this monitoring are dealt with swiftly and appropriately. The school is wary of 'over blocking' when implementing their filtering and monitoring system because 'over-blocking' may place unreasonable restrictions on what children can learn in relation to online safety.

The school ensures that the Designated Safeguarding Lead, Senior Management Team, the Safeguarding Governor and other relevant staff are aware of and understand the systems in place, how to manage them effectively and know how to escalate concerns when identified.

Pupils are annually issued with credit card sized 'Social Media Do and Don't Cards'; this is accompanied by thorough social media guidance and education. Parents are annually provided with online safety guidance: Keeping children safe online guidance for parents. The school provides a programme of parental workshops on a variety of safeguarding topics, including e-safety. The school works in collaboration with Cheshire Police to offer support to the wider King's community on all e-safety issues, this occurs through regular workshops and assemblies.

When pupils are asked to learn online remotely, the school will do all it can to keep the children safe. All staff and pupils have received clear guidance and training. The school adheres to Government guidance to keep children safe online. Any concerns are dealt with swiftly. Further guidance regarding online safety can be found in Annex D of Keeping Children Safe in Education 2024.

EYFS Use of Mobile Devices

To ensure the safety and welfare of the pupils in the Early Years Foundation Stage at The King's School, this policy outlines the protocols for the use of mobile devices. The procedure applies to all staff teaching within the Early Years Foundation Stage at The King's School, as well as any staff who work in the department in a specialist subject, extra-curricular provision or supervisory.

A 'mobile device' may be a phone, iPad, iPod, iPhone, Blackberry, smart watch or any form of handheld phone, tablet, or laptop with the facility to take photographs and transmit them electronically and/or to hold conversations or record video, send and receive calls and messages. More devices are technically capable of connecting us to the outside world, and as such, updates to this policy will be made accordingly to safeguard the pupils in our care.

This policy should be read in conjunction with the whole school Safeguarding Policy and the EYFS Policy, reflecting the updated EYFS Framework (January 2024).

Under the terms of the Data Protection Act, all photographs and video images of children and staff alike are classified as personal data. This means that no image can be used for display or for school publicity etc. unless consent is given by, or on behalf of, the individual concerned.

In the Infant and Junior Division, and across the Foundation, we promote the safety and welfare of all children in our care. We believe that all staff within the Division should be completely attentive during their hours of working, to ensure all children in the EYFS (and KSs 1 and 2) experience an excellent quality of care and education.

Staff may bring personal mobile devices for their own use to school, but they are not to be used to contact parents and carers. Staff must ensure that their personal devices do not contain inappropriate or illegal content. All staff mobile devices must be kept in safe areas

away from direct contact with children. These areas may be in locked drawers, secure cupboards, staff lockers and the staff room. This requirement applies to all staff. Students who have been given permission to bring a device into school must hand it to reception for safe keeping and only use under the supervision of a member of staff.

To ensure the safety and well-being of children, personal mobile devices cannot be used during working hours, unless within the staff only areas. These include offices or staff rooms where there are no children.

Parents and visitors are not allowed to use their mobile devices within the EYFS setting and there are notices informing visitors of this on the entry points. Parents and visitors will not be left unsupervised in the EYFS setting and staff supervising parents and visitors will have responsibility for ensuring that mobile phones and other electronic devices are not used.

Staff working in the EYFS, including staff who teach (including subject specialist staff), supervise, and support full-time and part-time must adhere to the following:

Personal mobile phones storage

Personal devices must be stored securely away from pupils during the hours of the working day. Lockers, lockable units, or store cupboards are used to keep personal belongings safe.

Personal mobile phones should be turned off, or on silent at all times when in school, safely stored away when staff are working with children.

Use of Personal mobile phones/ smart watches/ fit bits and internet enabled devices

Personal devices can only be used on a designated break, which must be away from the children, off the premises or in a safe place e.g. staff room or office space.

EYFS devices, such as staff and pupil iPads must only be used for EYFS purposes. E.g. educational games for pupils, and pupil tracking via the platform Tapestry.

The EYFS devices do not have any social media or messaging apps on them, other than those recognised by The King's School, Macclesfield.

Any apps downloaded onto King's devices must be done in agreement with the Head of IT Services and the Principal of the Infant and Junior Division. This will ensure that only age-appropriate and safe apps will be accessible to staff and children using them. Passwords/ passcodes for EYFS devices must not be written down or shared.

Photographs must not be taken of children in EYFS on a personal device. Only King's School owned devices will be used to take photographs or film videos in EYFS. In other year groups, this requirement also applies, however, the school is aware that in exceptional circumstances a personal device might need to be used. It is essential that photographs are taken and stored appropriately to safeguard children in our care. Images can only be transferred to and stored on a school computer to be printed or saved onto Tapestry. Staff

must ensure that any photographs or film videos taken are deleted immediately after downloading them onto the school network.

Personal calls may be made in non-contact time within the teaching areas only if staff can ensure that they are in a secure area with no access from pupils. The non-pupil staff areas referred to above are recommended to staff.

All telephone contact with parents/carers should be made on a school telephone from the school offices or staffroom.

Personal mobile phones/ smart watches/ fit bits and internet enabled device settings

Smart watches can only be worn in school if set in 'flight mode and 'theatre mode'. Bluetooth must be disconnected, thereby ensuring there is no internet connectivity to access notifications or Wi-Fi. Random spot checks by the IJMT to confirm that settings are appropriately in place will be regularly undertaken.

School outings/ lessons on campus away from the school buildings

Staff will use devices belonging to The King's School wherever possible, but staff are permitted to use their own mobile phones to contact school only.

In circumstances where it is not possible to access a school mobile phone, Infant & Junior staff *are* permitted to have personal phones on their person *if* they are conducting lessons away from the main academic building. E.g. Sport and King's Compass/Forest School. In these situations, it is deemed acceptable for staff to carry a personal mobile device for health and safety reasons.

Devices owned by The King's School will not be taken home with staff and will remain secure at the setting when not in use.

If a device is taken home due to unforeseen circumstances the person taking this device home must ensure it is securely stored and not accessed by another individual and returned to The King's School as soon as possible.

In the case of a personal emergency

Staff should use the school telephone in the first instance. It is the responsibility of all staff to make families aware of the school telephone numbers. However, it is permissible for staff to use their mobile telephones in private locations such as the non-pupil staff areas. (Staffroom, offices, no-pupil staff only areas).

School productions and pupil events

Parents/carers are permitted to take photographs/video footage *of their own child* in accordance with school protocols. However, we strongly advise against the publication of any such photographs on social networking sites and remind parents of our policies to safeguard pupils.

EYFS Parents' and Visitors' use of mobile phones and smartwatches:

Whilst we recognise that there may be emergency situations that necessitate the use of a mobile phone, parents and visitors are not allowed to use their mobile telephones whilst in the EYFS setting or when collecting and dropping off their children. Parents are not left unsupervised within the EYFS setting and the member of staff supervising the parent will ensure that mobile phones and devices are not used. Parents collecting or picking up children will be asked to finish their call or take a call outside if found to be using a mobile phone inside the EYFS premises.

EYFS Photographs and Videos:

At The King's School, we recognise that photographs and video recordings play a large part in the life of the EYFS. Staff ensure that any photographs or recordings taken of children are only done with written permission from each child's parent and that photographs are shared in a secure manner. The school obtains permission when a child is registered, with annual reviews and updates requested to ensure that parental permission still stands and is current. The school asks for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey via Tapestry; for display purposes in the school; for promotion materials including the website; prospectus purposes; school publications; the local press; for security and in relation to the different social media platforms used by the school. Staff ensure that parents understand when their child is also in another child's photograph, but not as the primary person for example, in another child's learning journey via Tapestry. Photographs and videos will not be taken in areas where intimate care routines are carried out.

EYFS Learning Journeys - Tapestry:

At The King's School, EYFS staff use tablets in rooms to take photographs/videos of the children and record these directly on to their electronic learning journeys through the Tapestry app. Staff ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites onto these devices.

Monitoring:

This policy will be monitored by the Principal and Vice-Principal (Pastoral) of the Division and revised accordingly. Any incidents of concern relating to this policy will be referred to the Head of Foundation by the Principal.

Alternative Provision

The school understands that if it places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs.

Additional Information

Annex B of Keeping Children Safe in Education 2024 provides important additional information about specific forms of abuse and safeguarding issues. All staff who work with children directly must read this annex. Annex B provides guidance relating to children and the court system, children missing from education, children absent from education, children with family members in prison, child sexual exploitation (CSE), child criminal exploitation (CCE including County Lines), Cybercrime, domestic abuse, Operation Encompass, homelessness, FGM, forced marriage, honour-based violence (HBV), preventing radicalisation, Child-on-Child Abuse, Teenage Relationship Abuse, Sexual Violence and Sexual Harassment.

Annex D of Keeping Children Safe in Education 2024 provides resources, information and support surrounding online safety.

Support

If a child is referred to Local Authority Children's Social Care, the school will work closely with all outside agencies.

Other ways in which the King's School supports pupils who may be in need, but whose cases may not constitute child protection issues include:

- Referrals to CAMHS (Child and Adolescent Mental Health Service)
- Counselling sessions with the School Counsellor and trainee Art Therapist
- Signposting to other relevant external agencies, such as a GP, Visyon, The Rooms, Just Drop In
- Regular checks from the School Nurse or Pupil Manager
- Close monitoring by the Class Teacher, Form teacher, Pupil Manager, Head of Year, Phase Leader or Vice-Principal. The school recognises that some children require greater access to mentoring and support than others
- Regular meetings between the parents and the lead colleague who has responsibility for the case
- Where appropriate, informing other staff about the child's needs on a need-to-know basis

The School will also follow established protocols for supporting parents of pupils for whom there are safeguarding concerns.

Raising awareness of safeguarding issues within school

- Form periods and class discussion
- Compass/PSHE lessons
- Posters in classrooms display the identities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads, Nurses, Pupil Managers and provide helplines
- E-safety and Wellbeing Boards in corridors
- Teachers are issued with cards which give key safeguarding guidance
- Staff are issued with a Safeguarding Concern Flowchart. This information is also displayed at key areas around the School
- Assemblies are given about the role of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads.

- King's Share and Care is an anonymous reporting platform available to the pupils in the Senior and Sixth Form Division. This is located on both the school website and the Pupil Portal. This reporting platform allows pupils to anonymously report concerns. In the Junior and Infant Division, 'Listening Ear' Boxes are provided
- The Pupil Portal provides pupils with advice about where to turn if they have a concern, both inside and outside of school
- The Wellbeing Hub on the school website provides links to useful websites and helplines
- Pupils are invited to raise any concerns they have about their safety at regular Council Meetings
- The School works closely with CEOPS and seeks to pass on up-to-date advice about keeping safe online through assemblies and form periods. A group of staff and pupils are CEOPS trained and they offer advice and guidance within school
- When a story relating to e-safety appears in the news it will be followed up in school and parents will be informed via a Safeguarding Alert
- The school works in collaboration with Cheshire Police to offer support to the wider King's community on a variety of local issues
- Parents are annually provided with online safety guidance: *Keeping children safe online guidance for parents*
- Parents are annually provided with guidance on hosting adolescent parties: *Hosting parties for adolescents' guidance for parents*
- The school provides a programme of parental workshops on a variety of safeguarding topics, including e-safety, illegal substances and mental health
- Termly E-Safety and Safeguarding Bulletins are issued to staff and parents providing regular updates
- Parental Workshop Programme

An important part of our safeguarding procedures involves ensuring that pupils know to whom they can turn if they have a concern about themselves or another young person, whether within or outside of school. *It is important that children understand the law on child-on-child abuse and that it is there to protect them, rather than criminalise them.*

Our school safeguarding practices are age-appropriate and aim to help children adjust their behaviours in order to reduce risk and build resilience. The Designated Safeguarding Leads give assemblies explaining their roles; the Pupil Portal contains information giving children advice about to whom they should turn in school, as well as key phone numbers to call outside of school; and posters in classrooms remind pupils of the identity of the Designated Safeguarding Leads, the Nurses, Pupil Managers and helplines. In the Senior and Sixth Form Divisions, King's Share and Care offers an anonymous online reporting platform which can be accessed via the school website and the Pupil Portal. This is checked daily by a member of the Pastoral Team.

Reviewing the effectiveness of procedures

The Designated Safeguarding Lead is also the designated person for looked after and previously looked after children and will liaise with these children's social workers and with the local authorities which have responsibility for looking after them.

A governor has responsibilities for child safeguarding issues. The Governing Body formally considers and reviews the Safeguarding Policy and the associated policies outlined earlier, once a year. The Senior Designated Safeguarding Lead meets with the Safeguarding Governor termly or sooner if legislation changes or following a safeguarding incident from which lessons can be learnt. During this meeting safeguarding updates are provided and

procedures are reviewed. The effectiveness of procedures, their implementation and record keeping are considered.

Following a review, the policies are signed off by the Chair of the Governors. The governor with responsibility for Child Protection and Safeguarding ensures that all safeguarding procedures are carried out as stipulated in 'Keeping Children Safe in Education' 2024 and is nominated to liaise with the local authority on all issues of child protection. An annual report on Child Protection and Safeguarding is presented by the Designated Safeguarding Lead to the Head of Foundation and the Governing Body. The Designated Safeguarding Lead attends an annual Governors' Meeting to present the report and answer any questions from the Governing Body.

The Senior Management team will also regularly consider:

- Procedures for and the efficiency with which child protection duties have been discharged
- Any deficiencies or weaknesses in child protection arrangements and how they can be remedied
- Approving amendments to child protection arrangements in the light of changing regulations of recommended best practice

The effectiveness of procedures will also be reviewed at regular intervals with the School Nurses, Pupil Managers, Heads of Year and Vice-Principals.

Confidentiality

Pupils are aware that they may speak with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads in confidence and that information will be shared with others only if the pupil is felt to be at risk on a need-to-know basis.

Should any allegations of abuse by or against any member of the school community be made, these will be dealt with in the strictest confidence.

Historic abuse

If the school is made aware of allegations of historic abuse, they will be investigated just as contemporary allegations are investigated and the same procedures followed. The date of reporting of an alleged case of abuse has no bearing on the way in which that incident is dealt with.

Allegations against members of staff

Any allegation against a member of the King's School staff, including supply staff, volunteers and contractors, should be reported immediately to the Head of Foundation, who will make the Local Authority Designated Officer aware of the allegation without delay.

Guidance regarding professional standards

Members of staff must always act in a professional manner and keep a professional distance from pupils. To ensure effective safeguarding procedure, members of staff are advised that they:

- Must avoid personal contact with pupils via social media platforms

- Must not routinely use pupils' private mobile numbers or give out their own personal mobile number to pupils
- Must not post photos of pupils from school trips on their own social media pages
- Must not take photos of pupils on their own camera or phone for reasons other than bona fide school use. Photos should be deleted promptly
- Must act in such a way so as to seem not to have favourites
- Must not meet pupils privately outside of school
- Must talk to the Designated Safeguarding Lead or a member of Senior Management Team if they are unsure about professional standards and seek guidance

If a member of staff is unsure about these guidelines or is concerned about their own behaviour, or that of a pupil or colleague, they must speak to the Designated Safeguarding Lead.

Supply teachers

The school may have to consider an allegation against an individual not directly employed by them and where its disciplinary procedures do not fully apply. This may be the case with supply teachers provided by an employment agency or business. In this instance, the school will ensure allegations are dealt with properly. The school will not cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Head of Foundation and Governing Body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. The school will take the lead throughout any investigation, however the agency will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

Supply teachers will be advised to contact their trade union representative if they have one, or a colleague for support. An allegations management meeting should be led by the LADO and this meeting will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school should inform the agency of its process for managing allegations. This will include inviting the agency's human resource manager to meetings and keeping them up-to-date with information about its policies.

Organisations or Individuals Using the School Premises

If the school receives an allegation relating to an incident that happened when an individual or organisation is using the school premises for the purposes of running activities for children, the school's safeguarding policies and procedures must be followed. This may include informing the LADO. A member of the safeguarding team is on duty throughout the year. They can be accessed via the safeguarding@kingsmac.co.uk email address.

Storage of files and File Transfer

The Designated Safeguarding Lead is responsible for keeping CPOMS safeguarding and child protection files up-to-date. All concerns, discussions and decisions made and the reasons for these decisions should be recorded in writing. Clear follow up and resolutions, including all action taken needs recording accurately. No other copies of files should exist. Colleagues must pass signed original copies of reports on to the Designated Safeguarding Lead who will

upload these securely in the child's safeguarding file on CPOMS. If a member of staff has sent a report relating to a Child Protection issue to the Designated Safeguarding Lead via email, they must delete the electronic version of that report, upon acknowledgement of receipt by the Designated Safeguarding Lead. The Designated Safeguarding Lead will upload the record onto CPOMS.

All Safeguarding and Child Protection files are kept securely on CPOMS, or in the case of older files securely in a locked cabinet. Only the Designated Safeguarding Lead and the Head of Foundation have access to these files. When a child moves to another education establishment, their Safeguarding and Child Protection file is sent as soon as possible to the new establishment, and separately from their main file. This is often accompanied by a personal handover with the new school via telephone. The transfer of files can be conducted via CPOMS with other CPOMS schools, via secure postage in a tamper free envelope or delivered in person and handed over directly. A signed acknowledgement of receipt is required from the receiving school. A telephone call is made to the new establishment to ensure that the child has started there in line with our Starters and Leavers Procedure. Safeguarding concerns can be shared with the Designated Safeguarding Lead or Pastoral Lead during this phone call too.

When children leave the school the Designated Safeguarding Lead ensures their Safeguarding and Child Protection file is transferred 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.

Complaints

Any complaints about the school's safeguarding procedures should be put in writing to the Head of Foundation.

Author: Designated Safeguarding Lead

Approved: Governing Body

Date: October 2024

Review: September 2025

Appendix A

THE KING'S SCHOOL IN MACCLESFIELD



DESIGNATED SAFEGUARDING LEAD

JOB DESCRIPTION

THE ROLE

The Senior Division Principal is the Designated Safeguarding Lead for the school and reports to the Head of Foundation. The post holder is responsible for ensuring that Safeguarding Procedures are fully implemented and followed.

The appointee is responsible for the following responsibilities, some of which may be delegated to the Deputy Designated Safeguarding Leads. **The ultimate lead responsibility for safeguarding and child protection will remain with the Designated Safeguarding Lead and should not be delegated. The Designated Safeguarding Lead has responsibility for the online safety of pupils.**

The Designated Safeguarding Lead will:

Manage referral

- Refer cases of suspected abuse to the local authority children's social care services;
- Work with Safeguarding Partners to protect pupils and their families;
- Support staff making referrals to local authority children's social care services;
- Refer cases to the Channel programme where there is a concern about radicalisation;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refer cases where a crime may have been committed to the Police;
- Support children and vulnerable people with an appropriate adult.

Work with others

- Liaise with the Head of Foundation and inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, including the allocation of an appropriate adult;
- Liaise with the Head of Foundation/Chair of Governors and the local authority for child protection and safeguarding concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff;

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Undertake training

- The Designated Safeguarding Lead (and Deputy Designated Safeguarding Leads) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and should include multi-agency work;
- The Designated Safeguarding Lead will undertake Prevent awareness training;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff;
- Remain alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) and young carers;
- Obtain access to resources and attend any refresher training courses at regular intervals to keep up with developments relevant to their role.

Raise Awareness

- The Designated Safeguarding Lead will ensure the school's safeguarding policies are known, understood and used appropriately;
- Provide up to date safeguarding, child protection and online safety training to staff at induction. This training should be regularly updated;
- Take responsibility for safeguarding and child protection including online safety, understanding the filtering and monitoring systems and processes in place;
- Ensure the school's safeguarding policy is reviewed at least annually and that the procedures and implementation are updated and reviewed regularly;
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Files

- The Designated Safeguarding Lead will ensure that all safeguarding records are kept up to date and stored securely;
- The Designated Safeguarding Lead should ensure that a clear and comprehensive summary of a concern is made on CPOMS. They should ensure that details of how the concern was followed up and resolved are noted and that any action taken, decisions reached and the outcomes are clearly and accurately recorded. All factors involved in this decision making process about also be outlined securely.
- The Designated Safeguarding Lead will, where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix B

THE KING'S SCHOOL IN MACCLESFIELD



DEPUTY DESIGNATED SAFEGUARDING LEAD

JOB DESCRIPTION

THE ROLE

The Divisional Principals and Deputy Head (Operations) are Deputy Designated Safeguarding Leads for the school and report to the Designated Safeguarding Lead and the Head of Foundation. The post holders are responsible for ensuring that Safeguarding Procedures are fully implemented and followed within their Division. The Deputy Designated Safeguarding Leads will deputise for each other should one of the Deputy Designated Safeguarding Leads not be available.

The appointee is responsible for the following responsibilities. **The ultimate lead responsibility for safeguarding and child protection will remain with the Designated Safeguarding Lead and should not be delegated. The Deputy Designated Safeguarding Lead will work with the Designated Safeguarding Lead to ensure the online safety of all pupils.**

The Deputy Designated Safeguarding Lead will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care services;
- Support staff making referrals to local authority children's social care services;
- Refer cases to the Channel programme where there is a concern about radicalisation;
- Support staff who make referrals to the Channel programme;
- Refer cases where a crime may have been committed to the Police;
- Support children and vulnerable people with an appropriate adult.

Work with others

- Liaise with the Head of Foundation and the Designated Safeguarding Lead and inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, including the allocation of an appropriate adult;
- Liaise with the Designated Safeguarding Lead/Head of Foundation and the local authority regarding child protection concerns;
- Liaise with staff on matters of safety and safeguarding;
- Act as a source of support, advice and expertise for staff;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Undertake training

- The Deputy Designated Safeguarding Leads will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and should include multi-agency work;
- The Deputy Designated Safeguarding Lead will undertake Prevent awareness training;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff;
- Remain alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) and young carers;
- Obtain access to resources and attend any refresher training courses at regular intervals to keep up with developments relevant to their role.

Raise Awareness

- The Deputy Designated Safeguarding Lead will ensure the school's safeguarding policies are known, understood and used appropriately;
- Support the Designated Safeguarding Lead in providing up to date safeguarding, child protection and online safety training to staff on a regular basis.

Safeguarding Files

- The Deputy Designated Safeguarding Lead will keep the Designated Safeguarding Lead fully informed regarding all matters relating to safeguarding and child protection. The Deputy Designated Safeguarding Lead will support the Designated Safeguarding Lead in keeping all safeguarding records up to date;
- The Deputy Designated Safeguarding Lead will support the Designated Safeguarding Lead in the safe and secure transfer of safeguarding files when a child leaves the school. Safeguarding files will be transferred separately from the main pupil file.