

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 2026

'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 2026

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.

Included in this policy are:

- Procedures in place to minimise the risk of child-on-child abuse,
- The systems through which children can confidently report abuse, knowing their concerns will be treated seriously,
- How allegations of child-on-child abuse will be recorded, investigated, and dealt with,

- How victims, perpetrators and any other children affected by child-on-child abuse will be supported,
- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported,
- Recognition that there is a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. This can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children,
- Understanding that for some forms of child-on-child abuse it is more likely that girls will be victims and boys will be perpetrators, however all child-on-child abuse is unacceptable and will be taken seriously,
- Appreciation that different forms of child-on-child abuse can take, such as bullying, abuse in intimate personal relationships between children, physical abuse, physical assault and harm, or the threat of harm with a weapon, harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny/misandry.

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Glossary of Acronyms and Abbreviations

Acronym	Meaning
4Cs	Content, Contact, Conduct and Commerce, categories of online-safety risk.
ACEs	Adverse Childhood Experiences.
CAYP	Children, Adolescents and Young People Psychology.
CCE	Child Criminal Exploitation.
CEDAH	Cheshire East Domestic Abuse Hub.
CEOP	Child Exploitation and Online Protection.
CESCP	Cheshire East Safeguarding Children's Partnership.
ChECS	Cheshire East Children's Consultation Service.
CPOMS	Child Protection Online Management System, the electronic system used by the school for recording and managing safeguarding and pastoral concerns.
CSE	Child Sexual Exploitation.
CYPMHS	Children and Young People's Mental Health Services.
DPA	Data Protection Act.
DUCA	Disqualification under the Childcare Act 2006.
FGM	Female Genital Mutilation.
HBA	Honour-Based Abuse.
HSB	Harmful Sexual Behaviour
LADO	Local Authority Designated Officer.
LGfL	London Grid for Learning.
NCA	National Crime Agency.
PACE	Police and Criminal Evidence Act.
PSHE	Personal, Social, Health and Economic education.
RSHE	Relationships, Sex and Health Education.
SCiES	Safeguarding Children in the Educational Setting
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service.
SWGfL	South West Grid for Learning.
TRA	Teaching Regulation Agency.
UKCIS	UK Council for Internet Safety.
VAWG	Violence Against Women and Girls.

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 Jonathan Watkins

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 30055 Abbey Jackson

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

SCiES Team
01606 288030

Ofsted
0300 123 4666

Childline
0800 1111

NSPCC
0808 800 5000

Definition of Safeguarding

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-centered 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, CYPMHS, the SCiES Team, Family Services and Social Care. The school will work to ensure that they receive extra help, early help, inter-agency assessment, and intervention using local processes. Targeted Level 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

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 2026'.

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
- Attendance 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](#)
- DfE Restrictive interventions, including use of reasonable force, in schools 2026
- Government guidance: Reducing the need for restraint and restrictive intervention 2019

Further information about 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
- Early Years Foundation Stage 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
- Intimate Care Policy
- Keeping children safe online guidance for parents
- Mental Health Policy
- Mobile Phones and Smart Technology: Acceptable Use Policy
- King's Compass (PSHE) Policy (Seniors)
- Pupil Data Protection Policy
- Relationship, Sex and Health Education Policy (Seniors and Infant and Juniors)
- Restraint Policy
- Search and Confiscation Policy
- Starters and Leavers Notification Procedure
- Whistle Blowing Policy and Procedure

Response to 'Keeping Children Safe in Education' DfE 2026

'Keeping Children Safe in Education 2026' 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 of KCSiE 2026. 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.

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

program 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, young carers, LGBT+ Gender Questioning Children, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), sexual violence and sexual harassment, child on child abuse, teenage relationship abuse, violence against women and girls, 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, the SCiES Team, 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 B of Keeping Children Safe in Education 2026.

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 2026 guidance
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. If worried about the welfare of a child, staff should act immediately in the best interests of the child.
- 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 One of 'Keeping Children Safe in Education' 2026 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. EYFS staff and those working with children in the early years are also required to read Annex C of the EYFS Framework; 'What to do if you're worried a child is being abused: Advice for practitioners'.

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. In accordance with updated EYFS Statutory Guidance (2026), all Early Years staff must complete safeguarding training every two years.

All temporary and voluntary staff, including supply and trainee teachers, are made aware of the school's Safeguarding Policy on arrival at the school and immediate training is provided for all 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 Program.

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
- young carers
- LGBT+ gender questioning children
- children who are absent from education or deliberately missing education
- understanding expectations, applicable roles and responsibilities in relation to filtering and monitoring
- 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.
- violence against women and girls
- restraint and use of reasonable force

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 2026', through Compass/PSHE, classroom discussions, the form period program, assemblies, presentations, external speakers, staff training sessions and e-bulletins.

Restraint and use of reasonable force

There are limited circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers a broad range of actions that involve physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools should, in considering the risks carefully, recognise the additional vulnerability of these groups.

Staff will receive training on the use of restraint and reasonable force, and they are asked to follow the schools' Restraint Policy.

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 One of Keeping Children Safe in Education 2026, in addition to the school's Safeguarding Policy.

All Governors and Trustees must also read and understand Part Two and Annex B of Keeping Children Safe in Education 2026 and receive safeguarding training that enables them to provide effective challenge and assurance regarding safeguarding arrangements.

Opportunities to teach safeguarding

The King's School will ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

All relevant topics will be included within the Relationships and Sex Education curriculum for all pupils within the Foundation. All teaching is age-appropriate. Health Education will also be taught to all King's pupils. In teaching these subjects, the school will adhere to the statutory guidance.

The school understands its role in preventative education. This involves the creation of a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the schools' behaviour policy and pastoral support system, as well as by a planned program of RSHE (Relationships, Sex and Health Education) delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This program is fully inclusive and developed to be age and stage of development appropriate, especially when considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities.

The RSHE program will tackle, at an age-appropriate stage, issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships
- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help

Relationships and sex education (RSE) and health education has been revised and the updates in this statutory guidance has been implemented in September 2026. Staff training has been completed and will be updated on a regular basis.

The school will ensure that appropriate filtering and monitoring systems are in place, however it recognises that it must be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

A one-stop hub for teachers can be accessed at Teaching about relationships, sex and health:

[Teaching about relationships, sex and health - GOV.UK](#)

The following resources will help the school understand and teach about safeguarding:

DfE advice for schools: teaching online safety in schools:

[Teaching online safety in schools - GOV.UK](#)

UK Council for Internet Safety (UKCIS) guidance: Education for a connected world

[Education for a Connected World - GOV.UK](#)

UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

The UKCIS external visitors’ guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

[Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK](#)

National Crime Agency's CEOP Education Program: Protecting children and young people from online child sexual abuse through education

[CEOP Education](#)

[Every Mind Matters](#)

[School Zone | Campaigns | Campaign Resource Centre](#)

Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support

[Harmful online challenges and online hoaxes - GOV.UK](#)

The following charities also provide advice relating to preventing harmful sexual behaviours:

[Home - Shore](#)

[What is harmful sexual behaviour - Lucy Faithfull Foundation](#)

[Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

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 targeted 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 ensuring 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 (2026) 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 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 Part One of Keeping Children Safe in Education 2026 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 is 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, exploitation and modern slavery, 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, but especially the designated safeguarding lead (and deputies) 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 (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

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

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 and Targeted Level 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.

The school will work with local Family Help services and wider multi-agency safeguarding arrangements to support vulnerable children and families at the earliest opportunity.

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from Targeted Level Early Help. Targeted Level 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 targeted level early help is often more effective in promoting the welfare of children than reacting later. Targeted level early help can be particularly useful to address non-violent harmful sexual behaviour (HSB) and may prevent escalation of sexual violence, however, any child may benefit from support before statutory intervention.

Safeguarding Issues and Vulnerable Children

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm.

Some behaviours can be indicators that children are at risk. These can include drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence, criminal exploitation (including that linked to county lines), radicalisation, consensual and non-consensual making or sharing of nudes or semi nudes.

Staff are encouraged to be alert to the potential need for additional support for a vulnerable child. These vulnerable children are recorded on a Vulnerable Person Register which is regularly reviewed by the DSL and Deputy DSLs.

A vulnerable pupil may be a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable or is at risk of being permanently excluded from the school
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.

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. This can happen both

‘face to face’ and ‘on line’. 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. For these reasons, and others, the school understands that recognising abuse, neglect and exploitation in this group of children can be more challenging.

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. As such, any reports of abuse involving children with SEND will require close liaison with the Designated Safeguarding Lead (or a deputy) and the Special Educational Needs Coordinator (SENCO).

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](#)

[The Special Educational Needs and Disabilities Information and Support Services \(SENDIASS\)](#)

[Mencap](#)

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 with 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.
- 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.

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.

Child-on-child: sexual harassment and sexual violence

All staff are asked to maintain an attitude of ‘it could happen here’ and this must include incidents occurring outside of the school and/or online.

Harmful Sexual Behaviours can occur between two or more children of any age and sex. It can occur also through a group of children towards a single child or towards another group of children. Harmful Sexual Behaviours can escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable. The school is clear that there is a zero-tolerance approach to sexual harassment

and sexual violence; that it is never acceptable, and it will not be tolerated. Such behaviours should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. The school understands that a failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

The school recognises, acknowledges, and understands the scale of harmful sexual behaviours, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. The school recognises the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of harmful sexual behaviours, sexual harassment and sexual violence.

The school challenges behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. The school takes a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

The school understands that children who are victims of harmful sexual behaviour, sexual harassment or sexual violence will find the experience stressful and distressing. This will adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the school too.

Any report of harmful sexual behaviour, sexual harassment or sexual violence should be taken seriously, staff are aware it is more likely girls will be the victims of sexual harassment and sexual violence and more likely it will be perpetrated by boys. Children with disabilities are three times more likely to be abused than their peers.

All victims at the school will be reassured that they are being taken seriously and that they will be supported and kept safe.

Making or sharing nudes or semi nudes

This involves 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/794444/ups_know_your_rights.pdf).

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

Both CCE and CSE 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. 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 a higher risk of sexual exploitation. Further information can be found in Part One of Keeping Children Safe in Education 2026.

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.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network: most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion; being manipulated, groomed, and exploited without fully understanding the abuse they are experiencing. The school recognises that this is a serious concern.

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 well-being. 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. Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious crime, such as being male, children with disrupted education (e.g. suspensions, permanent exclusions), having a history of offending or having experienced child maltreatment.

Staff should immediately report concerns relating to a child carrying, using, possessing, displaying or expressing an intention to use a weapon. Such concerns must be referred to a Designated Safeguarding Lead without delay and appropriate risk assessment/safety plan and intervention undertaken. This response may include de-escalating peer conflict.

Early Help for those considered at risk is vital. This may include access to trusted adults, pastoral and emotional skill support, and, where available, targeted interventions such as mentoring or counselling.

Specific Forms of Abuse and Safeguarding Issues

Keeping Children Safe in Education 2026, Part One, outlines several specific forms of abuse and safeguarding issues. All staff who work directly with children must read Part One of Keeping Children Safe in Education 2026. 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 schools' 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)

Young witness booklet for 12 to 17 year olds - GOV.UK (www.gov.uk)

Children who are absent from education

All staff are made aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

The school understands that early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff are made aware of our unauthorised absence and children missing education procedures.

In line with our Attendance Policy, the school closely 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 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.

Children missing education - GOV.UK

Attendance

Children being absent from education for prolonged periods or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. The school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

The School holds two emergency contact details for each pupil in case of need.

The school adheres to statutory guidance on school attendance: Working together to improve school attendance:

Working together to improve school attendance - GOV.UK

The school is committed to working with local authority children's services where school absence indicates safeguarding concerns. This is outlined in the school's Attendance Policy.

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. This affects approximately 200,000 children in England and Wales.

Young Carers

The school is alert to the needs of young carers. It recognises that caring responsibilities can impact on a child's attendance, attainment, behaviour and wellbeing. Early identification is key to ensure young carers receive support at the right time and by the appropriate services.

Children with medical conditions

The presence of a medical condition, including allergies, would not in and of itself require a referral to local safeguarding partners. The school may consider a safeguarding referral where a medical incident highlighted concerns that the child might be at an increased risk of being neglected, abused or exploited, inside or outside of their family unit, because of their medical condition. This may be an instance when information about a child's medical condition is not provided to a school or when the child is repeatedly sent to school without essential medication, thereby putting the individual at risk.

For further information see:

Statutory guidance supporting Pupils at School with allergies
Statutory guidance supporting pupils with medical conditions at school.

LGBT and Gender Questioning Children

The school will follow the safeguarding guidance contained within Keeping Children Safe in Education 2026 when supporting gender questioning children. Decisions will be child-centred, carefully considered, appropriately recorded and made in partnership with parents unless doing so would place the child at risk of significant harm. The school understands that it must comply with their safeguarding duties, in addition to those outlined under the Equality Act 2010 and the Human Rights Act 1998.

The school appreciates that being lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, these pupils 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 these children are more at risk of bullying or harm. The school will address any vulnerabilities, taking steps to prevent it: this may include putting appropriate sanctions in place. These vulnerabilities may include complex mental health and psychosocial needs, relating to relationships with family, peers or their broader social environment, as well as discriminatory bullying.

The school will make sure that children, and their families, are aware that they will appropriately sanction any cases of bullying or harassment: the school has a zero-tolerance to bullying and harassment. At the same time, the school is conscious of the rights of pupils and staff in relation to their religion or belief.

These 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. The school has an appointed Equality and Diversity Co-Ordinator. The school runs a weekly LGBT+ Club and associated Equality and Diversity Council. The school endeavors to create a culture where pupils can speak out and share their concerns with members of staff. This may include Form Tutors, Pastoral Managers, the Learning Support Team, Equality and Diversity Lead or a School Nurse, for example.

The school actively promotes equality, diversity and inclusivity within the school community. King's is a fully inclusive school.

The school is committed to aiding families/carers in making decisions about support for gender questioning children. The school will not, however, initiate any action in this area.

The school understands that it is common for children to engage in activities that are less typically associated with their sex and, as such, it will take time to understand the thoughts and feelings of children who are questioning their gender. The school will exercise professional curiosity about the full range of the child's experiences.

The school will not initiate any action regarding social transition when a child or their parent has requested that the school make changes, or put support in place in order to facilitate the child presenting as the opposite biological sex. School staff should not adopt any changes relating to social transition unless a decision has been made as a school and the child's parents or carers have been involved in the decision making. Accurate, up to date notes and records will be made throughout the decision-making process.

The school will consider everything that could be affecting a child. The school understands that caution is necessary for children questioning their gender, as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having medical conditions, complex mental health and psychosocial needs, and potential additional diagnoses of neurodivergence.

The school will exercise caution and remain conscious of safeguarding concerns relating to primary aged children. In our primary setting we will exercise particular caution, and we would expect support for full social transition to be agreed very rarely.

The school will take a very careful approach in relation to any social transition.

In cases where social transition is being supported, the school will offer staff and pupils guidance and support, such as using names instead of pronouns.

The school will exhibit balanced consideration to ensure that they do not discriminate against children with the protected characteristic of gender reassignment. The school understands that some gender questioning children may not have the protected characteristic of gender reassignment. Where it is unclear whether a child has this protected characteristic of gender reassignment, the school will proceed as if the child does have the protected characteristic.

The school is particularly conscious of the increased vulnerabilities of children who are 'Living in Stealth', having fully socially transitioned from an early age. These anxieties can be particularly apparent as the child approaches puberty.

In cases where a child confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk. Staff members are asked to follow usual procedures where a conversation with a child raises concerns about the child's wellbeing or safety, including involving parents or carers where appropriate. Accurate notes will be recorded on CPOMS.

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 program: 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.

Violence Against Women and Girls (VAWG)

The school recognises the Government's determination to tackle Violence Against Women and Girls (VAWG) and understands that harmful attitudes and behaviours can emerge during childhood. The school adopts a culture of respect, equality and zero tolerance towards misogyny, sexual harassment, sexual violence and harmful gender stereotypes.

Through RSHE, assemblies, pastoral programmes and staff training, pupils are taught about respectful relationships, consent, equality, challenging harmful behaviours and seeking support where necessary. Concerns relating to misogyny, gender-based harassment or violence will be treated seriously and addressed promptly in accordance with safeguarding procedures.

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 completed in succession:

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. It also helps to tackle misinformation.

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 should be aware that significant changes in behaviour, persistent sleep difficulties, withdrawal from social situations, loss of interest in previously enjoyed activities, self-neglect or evidence of self-harm may indicate that a child requires additional support.

Where a child is believed to be at immediate risk of harm or suicide, emergency services should be contacted immediately by calling 999 or seeking urgent medical assistance. A Designated Safeguarding Lead must also be informed without delay.

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

Staff understand that only appropriately trained health professionals can diagnose a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

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

The school understands that not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

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

School staff have an important role to play in a child's mental health and wellbeing. They can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided
- liaison with/referral to specialist services where needed

Where support is required, the Designated Safeguarding Lead (or a Deputy) will consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

Support may take the form of in-house pastoral and emotional wellbeing support from Class Teachers, Form Tutors, Pupil Managers and the School Nurse, for example. If more specialist support is required, a child may be referred to a School Counsellor, Play Therapist or Art Therapist. In cases where there are serious concerns for the child's emotional wellbeing and mental health, external agencies will be engaged, including GPs, CYPMHS, Visyon, Just Drop In and other specialist services.

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.

Additional guidance and resources can be found at:

[Promoting and supporting mental health and wellbeing in schools and colleges GOV.UK.](#)
[Advice and guidance on Preventing and tackling bullying GOV.UK.](#)
[NHS Every Mind Matters](#)
[Hub of Hope](#)

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

Whilst considering the responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the school does all that it reasonably can to limit children's exposure to the above risks from the school IT systems. As part of this process, the school has appropriate filtering and monitoring systems in place and ensures that a review of their effectiveness is carried out at least once every academic year. These reviews are carried out by the member of the Senior Management Team (SMT) responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and ICT support manager. These annual checks are reviewed by the Governor with responsibility for Safeguarding. They include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record is kept of these checks.

SMT, all teaching staff and relevant non teaching staff have training to explain the provisions in place and know how to escalate concerns when identified to the DSL and the member of SMT with responsibility for filtering and monitoring.

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.

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, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation, including fake news, and conspiracy theories
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: online behaviour that increases the likelihood of harm or causes harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying,
- Commerce: risks such as online gambling, phishing or financial scams and inappropriate advertising. If you feel your pupils, students or staff are at risk, this may need reporting to the Anti-Phishing Working Group (<https://apwg.org/>) and advice should be sought from the DSL or the member of SMT with responsibility for filtering and monitoring.

At school all the children are asked to use the Bring Your Own Device (BYOD) wi-fi to access the internet: they are prohibited from using their own 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 and safeguarding.

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.

The school has access to ‘plan technology’ to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Plan technology for your school - GOV.UK

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 program 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 2026.

Artificial Intelligence and AI-Generated Harm

The school will make use of Generative AI: product safety expectations to support the use of generative artificial intelligence safely. It also explains how filtering and monitoring requirements apply to the use of generative AI in education.

The school recognises that artificial intelligence (AI) presents both opportunities and safeguarding risks. Staff should be alert to risks associated with AI-generated content, including deepfakes, AI-generated intimate images, image manipulation, nudification applications, misinformation and disinformation.

Allegations involving AI-generated intimate images or image-based abuse will be treated as safeguarding concerns and managed in line with child protection procedures, online safety guidance and relevant legislation.

Online safety education will include discussion of the safe, ethical and responsible use of AI technologies.

Generative AI: product safety expectations

Guidance to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) can be found at [Generative artificial intelligence in education](#). To complement this, the department, in partnership with the Chiltern Learning Trust and Chartered College of Teaching, have published online resources to help school and college staff to use AI safely and effectively. Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

Mobile Phones in School

The King's School recognises that mobile phones and other internet-enabled devices are an important means of communication for many pupils and families. However, the school also recognises that unrestricted access to mobile devices can present safeguarding risks, including exposure to inappropriate content, online abuse, bullying, image sharing, distraction from learning and reduced social interaction. The school therefore adopts a mobile phone-free approach during the school day in order to maintain a safe, respectful and focused learning environment.

For the purposes of this policy, the term *mobile device* includes mobile phones, smart watches, and other internet-enabled devices capable of electronic communication, internet access, photography, video recording or audio recording.

Pupils in the Infant and Junior Division may only bring mobile phones to school in limited circumstances, such as when travelling independently, using school transport or travelling to an alternative residence after school. Any such device must be handed to the form teacher during morning registration and will be securely stored until the end of the school day.

In the Senior Division, pupils may bring mobile phones onto the school site for communication outside school hours; however, mobile phones and smart devices must not be seen, heard or used during the school day, including lessons, break times and lunchtime. Once on the school premises, devices should be switched off and securely stored in a locked locker. Pupils who need to communicate with parents during the school day should do so through the School Office or under the supervision of a member of staff. Likewise, parents wishing to contact their child urgently should do so via the School Office.

Members of the Sixth Form may use mobile devices only within designated Sixth Form areas. Mobile phones and smart devices must not be visible or used elsewhere on the school site during the school day.

Pupils are strictly prohibited from taking, possessing, sharing or distributing photographs, video recordings or audio recordings of any member of the school community without permission. Any misuse of mobile devices, including the creation or sharing of inappropriate, indecent, manipulated or AI-generated images, will be treated as a safeguarding concern and managed in accordance with the school's safeguarding procedures, behaviour procedures and child-on-child abuse procedures.

Any mobile device which is seen, heard or used contrary to the school's requirements may be confiscated and sanctions applied in line with the Mobile Phones and Smart Devices: Acceptable Use Policy. Repeated breaches may result in further disciplinary measures and the withdrawal of permission to bring a device onto the school site or where appropriate, the use of a school supplied device (year 9).

The school recognises the increasing safeguarding risks associated with online activity, social media, deepfake technology and AI-generated content. Through its PSHE/King's Compass curriculum, assemblies, pastoral programme and online safety education, pupils are taught how to use technology responsibly, safely and respectfully. Staff remain vigilant to concerns relating to online abuse, image-based abuse, cyberbullying, exploitation and harmful online behaviours and will respond promptly to any safeguarding concerns.

Further detail can be found in the Mobile Phones and Smart Devices: Acceptable Use Policy, Online Safety Policy, Child-on-Child Abuse Policy, and Behaviour Policy

EYFS Use of Mobile Devices and Screens

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 Infant and Junior Division, in a specialist subject, extra-curricular provision or supervisory.

A 'mobile device' may be a phone, smart watch, smart glasses 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 2026.

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 Infant and Junior 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 Infant and Junior 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 Infant and Junior Staff.

Infant and Junior students who have been given permission to bring a device into school (if they are using school transport or have different collection arrangements) must hand their device into reception or their form tutor for safe keeping until the end of the day.

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 or Infant and Junior Division setting and there are notices informing visitors and staff of this on the entry points. Parents and visitors to the Infant and Junior Division 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 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 educational purposes. e.g. educational games for pupils, and pupil tracking via the platform Tapestry.

All EYFS, KSs 1 and 2 specific 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, KSs 1 and 2 devices must not be written down or shared.

Photographs must not be taken of children in the EYFS on a personal device. Only King's School owned devices will be used to take photographs or film videos in EYFS, KSs 1 and 2.

Although this requirement applies to all key stages in the Infant and Junior Division, the school is aware that in exceptional circumstances a personal device might need to be used. e.g. when on a trip, sports fixture or around the school site. 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, or the school network. 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 and internet enabled device settings

Smart watches can only be worn by staff in EYFS 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 from their stored device. 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, smartwatches and smart glasses

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 other KSs in the Infant and Junior Division 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 and KS1 and 2. 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 Evidence of Learning: Tapestry, Floor Books and Record Keeping

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. Evidence is also collated in floor books and for record keeping purposes. Staff ensure that these devices are used for these reasons only and do not install applications such as social media or messaging sites onto these devices.

Screen Use Guidance for Children Aged 3 to 5 Years (EYFS)

The school recognises that digital technology is part of children's everyday lives; however, excessive or inappropriate screen use may have an impact on children's physical health, sleep, language development, attention, wellbeing and opportunities for active play. The school takes a precautionary approach to using screens in the EYFS in line with current government guidance on screen use for children under five (EYFS Framework 2026 and Screen Use Guidance for Early Years Settings 2026).

For children aged 3 to 5 years:

- Screen use should be limited to 1 hour a day, inclusive of screen time at home and school.
- Children should have regular opportunities for active play, social interaction, outdoor learning, creative experiences, conversation and reading, which are prioritised over screen-based activities.
- Any digital resources used within the EYFS setting will be purposeful, age-appropriate and linked to learning outcomes.
- Staff will select slow-paced, developmentally appropriate content and avoid fast-paced, social media-style content.
- Children will be supervised when using technology, and adults will encourage discussion, questioning and interaction to support learning and language development.
- The school encourages screen-free mealtimes and ensures that screen time will not replace physical activity, time outdoors, story time and engagement with adults and other children.
- Online safety education will be delivered in an age-appropriate manner to help children begin to understand safe and responsible use of technology.
- Children will not be exposed to AI or toys with in-built AI features.
- All forms of Pre-School assessments will be based on staff observations and professional judgements and will not involve screen use.
- Where digital devices are used for assessment purposes in Reception, staff ensure that this is conducted in short stints and does not entail prolonged breaks from interaction with peers.

The school will work in partnership with parents and carers to promote healthy digital habits and ensure that technology enhances, rather than replaces, the rich play-based experiences that are essential to children's development in the Early Years Foundation Stage

Monitoring

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

Procedure for Safer Recruitment

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the

procedure. It starts with the process of planning the necessary recruitment and, where the post is advertised, ensuring that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. A checklist is used to sign off each stage of the recruitment process in line with our statutory requirement, which is transferred on to Single Central Register as a permanent record.

Our specific 'Safer Recruitment Policy' and detailed further information about any vacant position, inclusive of job description and person specification, are available on the school website. The school's electronic application form makes appropriate reference to the importance the school attaches to Safeguarding and all applicants will be advised of the need to undertake an Enhanced DBS Disclosure should they be successful. The school's application form makes provision for applicants to record their employment history.

In accordance with the recommendations set out in Keeping Children Safe in Education (KCSIE) 2026 and Disqualification under childcare Act 2006 (DUCA) and the requirements of the Education (Independent School Standards) regulations 2014, the school carries out a number of pre-employment/volunteering checks in respect of all prospective employees and volunteers. Any offer of employment is conditional upon the successful completion of the necessary, regulatory checks.

In accordance with the EYFS Framework 2026, all volunteers (including those who are supervised and unpaid) and new employees will only commence employment once enhanced criminal record checks and barred list checks are completed and received. This includes any person over the age of 16. The school regularly informs staff and prospective staff that they must disclose information affecting their suitability including and not exclusive to, arrests and charges in addition to convictions and cautions

The school recognises changes to regulated activity requirements introduced through Crime and Policing Act reforms. Recruitment procedures, supervision arrangements and safer recruitment checks will be reviewed annually to ensure ongoing compliance with current statutory guidance.

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.

The school understands that the pupils in Alternative Provision often have complex needs, it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The school will obtain written information from any alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The school will always know where a child is based during school hours. This includes having records of the address of any alternative provider. The school will regularly review the alternative provision placements they make, at least half termly, to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. If safeguarding concerns arise, the placement should be immediately

reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The school will follow the guidance updated in February 2025.

[Alternative provision - GOV.UK](#)

Additional Information

Annex A of Keeping Children Safe in Education 2026 provides important additional information about specific forms of abuse and safeguarding issues. All staff who work with children should read Annex A. Annex A also 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 A of Keeping Children Safe in Education 2026 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 CYPMHS (Children and Young People's Mental Health Services)
- Advice sought from the SCiES Team
- Counselling sessions with the School Counsellor and trainee Art Therapist
- Signposting to other relevant external agencies, such as a GP, Visyon, CAYP (Children, Adolescents and Young People Psychology), Just Drop In and Neurodivergent Perspectives.
- 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 program 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 Program

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 criminalize 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 (including oversight by the Governing Body)

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, or sooner if guidance or legislation changes are made. 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. Governors check that child protection files are maintained as set out in Annex B of KCSIE 2026

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' 2026 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

The school is committed to carefully managing any safeguarding concern or allegation (no matter how small) about staff members. 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. If the concern does not meet the harm threshold, then this should be recorded on the school's Low Level Concern file.

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.

Sport

The school recognises that as children get older, some sports are typically taught and played in single sex groups. This may apply to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). As such, the school may decide to separate children according to their biological sex in these circumstances without discrimination. Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where there are no safety concerns and a child makes a request relating to how they participate, the school will carefully and thoroughly consider the request for support with social transition, this will involve parental engagement. Further guidance can be found in Keeping Children Safe in Education 2026.

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 email address:

safeguarding@kingsmac.co.uk

School Toilets, Changing Rooms and Showers

The school will not permit any child to enter a toilet designated for the opposite biological sex. This includes when the school is responding to a request to support any degree of social transition for children who are questioning their gender. The school will provide separate toilets for boys and girls aged 8 and over, apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time.

If a child is gender-questioning and they do not want to use the toilet designated for their biological sex, the school will consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. The school will keep a clear record of these situations, ensure they are communicated appropriately, and reviewed regularly.

The school will not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. The school will ensure that suitable changing accommodation and showers are provided for these pupils. If the school is asked to support any degree of social transition, they will not allow a child to access to changing room designated for the opposite sex. In the circumstances the school will consider the provision of an alternative changing or washing facility without compromising the provision of single-sex facilities. This alternative arrangement should not compromise the safety, comfort, privacy or dignity of any child. The school will keep a clear record of these situations, and ensure they are communicated appropriately, and reviewed regularly.

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 (as and when this new establishment is known), 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. The school will normally ensure it has a named contact for receiving the Safeguarding and Child Protection file before sending it over to the new establishment. A signed acknowledgement of receipt is required from the receiving establishment. 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 - assuming that the new establishment and Safeguarding and Child Protection contact is known. If the ongoing education destination for a child is unknown, their safeguarding file will be retained securely by the school until the destination school is determined. Following this, a secure transfer will be completed promptly.

DSL Cover

The school implements robust cover arrangements for periods when the Designated Safeguarding Lead is unavailable due to illness, leave, or other circumstances. The DSL and Deputy DSLs deputise for one another. The school uses CPOMS to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

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: September 2026

Review: September 2027

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 program where there is a concern about radicalisation;
- Support staff who make referrals to the Channel program;
- 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 program where there is a concern about radicalisation;
- Support staff who make referrals to the Channel program;
- 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.

Appendix C

THE KING'S SCHOOL IN MACCLESFIELD

Summary of EYFS Statutory Changes - Effective 1st September 2026

Staff Briefing - Key Safeguarding Updates

The main 2026 EYFS Statutory Framework updates focus exclusively on Section 3 (Safeguarding and Welfare), leaving the educational and learning development requirements unchanged.

The main changes and additions are:

- **Safer Sleep Requirements:** Explicit safer sleep rules are now directly embedded into the main framework text rather than linking out to separate guidance. This aligns with clear expectations for sleeping babies (e.g., placing babies on their backs, firm flat surfaces, and routine checks).
- **Banned Dog Breeds:** Registered childcare is strictly prohibited from operating on any premises where a banned dog breed is kept or present.
- **Notifying Allegations of Harm:** Providers must now inform Ofsted or their childminder agency about allegations of "harm" (lowered from the previous threshold of "serious harm") regarding anyone living, working, or looking after children on the premises.
- **Volunteer and Employee Vetting:** Enhanced criminal records (DBS) checks are now required for all volunteers (even supervised ones), and new employees are prevented from starting work before their check is received.
- **Suitability Disclosures:** Updated rules specify what providers must require staff to disclose concerning information that might affect their suitability to work with children.
- **Screen Use and Digital Safety:** The framework adds direct expectations and links regarding children's screen time use and digital online safety.