

KINGDOM EDUCATION LIMITED
THE KING'S SCHOOL
HIGHFIELD PRESCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY



SEPTEMBER 2025

Approved by:	Senior Leadership Team	Date: 2 nd September 2025
Approved by:	Board of Trustees	Date: 22 nd September 2025
Last reviewed on:	15 January 2024	Reviewed by: SLT 10 Sept. 2025
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This Policy has been updated in line with relevant national legislation plus guidance from Hertfordshire Grid Child Protection Schools Liaison Office and Hertfordshire Safeguarding Children Partnership. It is reviewed and approved by the Trustees and will be reviewed annually or when new legislation requires changes, whichever is the soonest.

<https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/policies-procedures-and-forms>

Kingdom Education Limited owns and operates The King's School, a DfE registered Independent Day School. In this document, any reference to The King's School covers the Primary School and Secondary School ages from 5 to 16 years old. The school also operates Highfield Preschool, for children ages 2 years 9 months to 4 years, located at the YWAM Oval, Harpenden, AL5 4BX.

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In the event of any discrepancy between the Policy and the Appendices,
the Policy would take precedence.

Summary of Policy Changes

Page Number	Summary of changes
Pg 9	Multi-Agency Safeguarding Hub The Multi Agency Safeguarding Hub (MASH), based within the Gateway, brings together Children's Services, Health, Police, Probation, and support from domestic violence advocates and partners. Its purpose is to improve information sharing to identify children's and families' needs and risks effectively. MASH makes early decisions and recommends suitable services and resources. While all contacts are important, most cases assessed by MASH or early help services are unlikely to meet the threshold for Child Protection.
Pg 10 and 12	Updated list of children who may be particularly vulnerable.
Pg 17	Reminder to have 'professional curiosity' In safeguarding, professional curiosity means being proactive in questioning, exploring, and seeking clarity when something about a child's or family's situation doesn't seem right. It involves looking beyond initial information, noticing inconsistencies, and not accepting things at face value. Practitioners use it to build a fuller picture of a child's circumstances, challenge assumptions respectfully, and ensure potential risks to children's safety and wellbeing are identified and addressed early.
Pg 18	Family Help The Children and Wellbeing Bill underpins the government's mission to ensure every child has the opportunity to thrive, focusing on keeping families together, children safe, and improving education and care standards. The Families First Partnership (FFP) Programme sets out reforms to children's social care, emphasizing early help and family networks to provide stable and loving homes. Family Help will be delivered locally through multi-disciplinary teams, using consistent, strength-based approaches and one evolving plan for families. The King's School endorses these principles, committing to work in partnership with families through empathy, respect, and solution-focused support. Their approach prioritises trauma-informed practice, inclusivity, effective communication, empowerment of parents and carers in decision-making, and transparency about support and safeguarding processes
Pg 26	The Domestic Abuse Act 2021 introduced the first legal definition of domestic abuse, recognising children as victims if they witness or experience it, and acknowledging its harmful, long-term effects on wellbeing, development, and learning. Domestic abuse can occur in various relationships, including partners, ex-partners, family members, or between children and parents, and affects people of all identities and backgrounds. It can take many forms such as controlling behaviour, violence, sexual abuse, economic abuse, psychological harm, technology-facilitated abuse, or stalking. Violence against women and girls (VAWG) disproportionately

	affects women but can impact anyone. Child-to-parent abuse involves children or young people using emotional, physical, financial, or coercive control to dominate parents or carers.
Pg 29	Some additional areas of concern have been added to the Prevent Duty
Pg 34	The Risk Assessment Management Plan (RAMP) is used when a report of sexual violence or harassment arises, requiring the Designated Safeguarding Lead (DSL) to immediately assess the needs and risks for both the victim and perpetrator, and to implement protective measures. It ensures a case-by-case, multi-agency, and holistic approach, recognising the serious impact such incidents can have on children's wellbeing, families, and education, particularly when both parties attend the same school. While RAMP addresses Harmful Sexual Behaviour (HSB), the Safety and Support Plan (S&SP) is applied more widely to other safeguarding concerns, including child-on-child abuse. Both frameworks provide DSLs with structured templates, guidance, and resources to assess risk, identify strengths, plan daily support, and regularly monitor progress in order to safeguard and promote the welfare of children and young people. At The King's School, leadership, staff, parents, and carers work together to uphold trust and ensure children are kept safe through these safeguarding processes.
Pg 38-42	The procedure for managing allegations against staff aligns with statutory safeguarding guidance (KCSIE, Hertfordshire procedures, and Farrer & Co guidance) and extends its Staff Code of Conduct. It recognises that staff and volunteers hold positions of trust and must uphold professional boundaries, with breaches potentially undermining safeguarding even if not illegal. The policy distinguishes between low-level concerns (behaviours inconsistent with the Code of Conduct but not meeting the harm threshold) and allegations (behaviours that may harm, risk harm, or show unsuitability to work with children, requiring referral to the LADO within one day). Low-level concerns—such as over-familiarity, favouritism, or inappropriate one-to-one contact—are addressed promptly, recorded, and managed by a senior leader (Case Manager), with proportionate action ranging from training to internal investigation, or escalation if risks increase. The school fosters an open, transparent culture where all concerns are reported, recorded securely, reviewed for patterns, and used to strengthen safeguarding practices, ensuring the safety and wellbeing of all children.
Pg 45	An updated table indicating which authority should be contacted in the case of an allegation about a staff member.

1. Safeguarding Policy Statement

This policy is central to our whole school approach in providing Trustees, Staff, Peripatetic Teachers and Volunteers with annual and ongoing safeguarding training, enabling them to recognise signs of abuse, including child on child abuse, to act accordingly, and to actively promote the wellbeing of all pupils as part of our Christian ethos.

This policy is made available to all parents including prospective parents, carers and visitors via the school website and the public copy in the school reception.

A whole-school, child-centred approach is fundamental to all aspects of everyday life at The King's School. In practice this means keeping the child at the centre of decision making in our partnership working with children and their families. As stated in Children Acts 1989 and 2004, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

We hope that parents and carers appreciate our statutory duty to offer early help support and, depending on the gravity of the situation, protect children in need and who have suffered or are otherwise likely to suffer significant harm. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

At The King's School we strive to create a culture which enables children to express their wishes, feelings, and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment that feels safe. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all of our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Trustees.

2. Important Safeguarding Contacts

School Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL) (incl. Prevent & looked after children and Early Years) Head of Primary	Colleen Edmonds	01582 767566 safeguarding@thekingsschool.com
Mental Health Lead & Head of Secondary	Sally Hart	01582 767566 sally.hart@thekingsschool.com

Special Educational Needs Coordinator (SENCo)	Jane Judson	01582 767566 jane.judson@thekingsschool.com
Headteacher Deputy Designated Safeguarding Lead	Andy Reeves	01582 767566 andy.reeves@thekingsschool.com
Deputy Headteacher E-Safety Lead	Joy Townsend	01582 767566 joy.townsend@thekingsschool.com
DSL, Highfield Preschool Manager	Sandra Case	01582 320566 info@highfieldpreschool.com
Chair of Trustees and Link Safeguarding Trustee	Ashraf Farahat	01582 767566 ashraf.farahat@thekingsschool.com

Regulators Details: URN 117650 Independent Schools Inspectorate (ISI)
Last inspections by ISI February 2024, Compliance Sept. 2019 & Ofsted Dec. 2016

Insurance Company: Ansvar Insurance Company Ltd Tel No:08456 020 999

Proprietors: Kingdom Education Ltd., Elmfield, Ambrose Lane, Harpenden AL5 4DU
Charity No: 291913 Company No: 1901401

External Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	<i>Strictly for professionals use only</i>
Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services Incl. out of Hours 0300 123 4043
NSPCC Helpline	N/A	Call: 0800 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999, non-emergency 101
Prevent/Channel Helpline	N/A	020 7340 7264 counter-extremism@education.gsi.gov.uk
Child Protection School Liaison Officer (CPSLO)	Chrissie Lea	Christina.lea@hertfordshire.co.uk
Hertfordshire Safeguarding Children Partnership	County Hall, Hertford, SG13 8DF	https://hertsscb.proceduresonline.com/
Teacher Referral Agency	N/A	https://www.gov.uk/teacher-misconduct-referring-a-case
FGM:	All concerns re. FGM to be reported to police	Police on 101 or, in an emergency, 999
Child Protection Advice Line 31:8	Advice helpline	0303 003 11 11 info@thirtyoneeight.org

If a child resides in a neighbouring Local Authority (out of Hertfordshire County) the GOV.UK webpage for reporting child abuse to your local council: [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](#) is accessible to assist staff.

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and [Working Together to Safeguard Children \(2023\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 4 definitions).

This policy is also based on the following legislation:

- Independent School Standards: <https://www.gov.uk/government/publications/regulating-independent-schools>
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Trustees and Headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- [What to do if you're worried a child is being abused](#) is guidance from the Department for Education and is designed for anyone who works with children and families. This is additional guidance that details signs of abuse and neglect to look out for and what action to take if professionals are concerned. The first point of reference for those working and volunteering in education settings should still be Keeping Children Safe in Education (2024) and the setting's own Safeguarding and Child Protection policies and procedures.
- The Hertfordshire Safeguarding Children Partnership HSCP sets out for all agencies our Child Safeguarding Arrangements for Hertfordshire to work together to identify and respond to the needs of children, young people and families see [HSCP Procedures Manual](#) and also [Continuum of Need for children and young people 2023 \(hertfordshire.gov.uk\)](#). They have a strategic function rather than operational direct work with children. Their vision and values are committed to delivering multi-agency child safeguarding arrangements of the highest quality and advocate how all partners practice should continuously evolve to reflect the changing needs and circumstances of our community. This is in line with statutory guidance, Working Together to Safeguard Children 2023.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- [Information sharing advice for safeguarding practitioners](#) produced by the DfE outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the 'Seven Golden Rules for Sharing Information', which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> (2022, updated Aug 2024)

4. Definitions: Safeguarding and Child Protection

Safeguarding as defined by Working Together to Safeguard Children (2024), means

- 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
- taking action to enable all children to have the best outcomes.

All our staff at The King's School are expected to be familiar with the wide range of policies and procedures we have to keep our children safe and promote their wellbeing at all times. These can be found on the school's Policy Portal.

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

Early Help: 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.

Early help may also be needed for children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, or in Alternative Provision or a Pupil Referral Unit.

Support may be needed for a child whose parent or carer has been arrested and/or is in custody or is affected by parental offending.

Families First is the term used in Hertfordshire for services that work together to support families who need extra help. These are also known as early help services. Early Help is part of all agencies' 'preventative' safeguarding responsibilities, taking action as soon as possible to tackle difficulties for children and families before they escalate into something that is more difficult to overcome. Hertfordshire's Early Help offer comprises:

- Hertfordshire Safeguarding Children's Partnership's threshold document known as the [Continuum of Need](#) that supports those working with Hertfordshire's children, young people and families. It is a tool to help identify a 'Level of Need' and the service responses that can be expected. A tool to enable all partners to work together transparently as colleagues. It places the child, young person and family at the centre to find solutions early to prevent difficulties escalating.
- The Continuum of Need model represents a spectrum of needs, visualised through a windscreen. This illustrates how we respond to the needs of children and their families across the four levels of need: Universal, Additional, Intensive and Specialist (Child Protection or Child in Need)
- The purpose is that services work collaboratively and openly with families for interventions and referrals in most instances.
- Early Help is Hertfordshire's local offer and relies on children and families sharing concerns identified and the willingness to engage; this means that full consent from children and families is required.

Families First Assessment (FFA) is Hertfordshire's Early Help assessment tool and is used to identify needs and organise the right services to support a family. With consent, DSLs, along with other professionals, are able to initiate and lead on these. Further information can be found on the [Families First Portal](#).

Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in Need may be assessed under section 17 of the Children Act 1989 by a social worker. Agencies have a duty to cooperate with Children's Services, and parental consent is required.

Child Protection under section 47 of the Children Act 1989, places a duty on the Local Authority to make enquiries and decide whether to take any action to safeguard or promote the child's welfare when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse and neglect. This includes

female genital mutilation (FGM) and other honour-based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Parental consent is not required if this would place the child at further risk of harm.

Multi Agency Safeguarding Hub (MASH) is co-located, within the Gateway. It is a partnership comprising of colleagues from Children's Services, Health, Police, and Probation; advisory support is provided by Independent Domestic Violence Advocates and satellite partners. These agencies work together to improve the quality of the information sharing process when identifying the needs and risks of children and their families. They make decisions at the earliest opportunity and make recommendations about what services and resources the child and family may benefit from.

Although all contacts being assessed by MASH or early help services are important, it is less likely that they will meet the threshold for Child Protection (significant harm).

Significant Harm is the threshold for a Child Protection response. If Children's Services suspect a child has suffered or is likely to suffer significant harm, then they must by law carry out child protection enquiries. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant'. The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

Children Looked After: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or LA approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a Kinship Care Strategy to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

These arrangements can be known as either family and friends care or private fostering.

- **Family and Friends Carers:** If a grandparent, aunt, uncle, brother, sister, or family friend looking after a child who can't be cared for by their birth parents, you are known as a family and friends carer. Sometimes these carers will be given Parental Responsibility for the children through a Child Arrangements or Special Guardianship Order.
- **Private Fostering:** You are a private foster carer if you are not a close relative and you are looking after a child who's under 16 (or under 18 if they are disabled) for more than 28 days in a row.

Abuse is all forms of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. 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.

Neglect is a form of abuse and 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. Section 8 provides the full definition.

Safeguarding Partners are identified in Keeping Children Safe in Education 2025 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). These partners have the strategic responsibility for setting out safeguarding procedures and arrangements for all organisations and agencies who have functions relating to children, and who are required to work together to safeguard and promote their welfare. These organisations and agencies are named in statutory guidance Working Together to Safeguard Children 2023.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At The King's School we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act, 2010, we recognise the protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health, and Care plan)
- has a mental health need
- is a young carer
- is 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 experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- 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 so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment - without further exploration
- Assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A SEND child's understanding of abuse
- Lack of choice/ participation
- Isolation.

Children Looked After (CLA)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We would therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This would include:

- Appointment of a Designated Teacher (DT) for CLA (see Important Contacts in Part 2)
- Appropriate staff made aware of a child's looked after status
- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- Ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for Designated Teacher to liaise with.

Children with a Social Worker (CWASW)

Virtual School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- **children looked-after,**
- **children previously looked-after;** and
- **children with a social worker** – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

In line with Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK (www.gov.uk) this has been extended to include:

- **children who have previously had a social worker** – the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 to 18; and
- **children in kinship care arrangements** - this means any friend or family member, who is not a child's parent but raising them for a significant amount of the time, either as a temporary or permanent arrangement.
- **Children who are in Elective Home Education (EHE)**
- **Children Missing from Education (CME)**

In offering advice and information to workforces that have relationships with children with social workers, virtual school heads identify and engage with all key professionals in Hertfordshire and beyond, helping them to understand the role they have in improving outcomes for CWASW e.g. DSL and deputies, social workers, headteachers, Trustees, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

The King's School ensures that our DSL/DDSL/Designated Teacher has the appropriate training to include

- working closely with virtual school heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans
- collaborating with the virtual school heads to also promote the educational achievement of previously looked after children.

6. Roles and Responsibilities of All Staff and Leadership/ Management

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and Trustees at The King's School and is consistent with national duties outlined in Keeping Children Safe in Education 2024 and local expectations expected within [Hertfordshire Safeguarding Children Partnership Procedures Manual](#). Our Child Protection (CP) policy and procedures also apply to extended school and off-site activities.

The King's School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/ misandry, homophobia, biphobia, transphobia and sexual violence/ harassment. This will be underpinned by our:

- Behaviour Policy
- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - 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, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

Role and Responsibility of all staff, volunteers, supply staff and contractors

Translated versions of Part One Keeping Children Safe in Education can be found at [Keeping Children Safe in Education Part 1 Translations | LGFL](#). This is accessible for all staff, volunteers, parents and carers whose first language may not be English, should they wish to use this.

- All staff at The King's School who directly work with children are required to read at least Part One of Keeping Children Safe in Education (KCSIE), plus Annex B which sets out specific safeguarding issues. (Those who do not work directly with children could instead read Annex A of KCSIE (a condensed version of Part One). Volunteers receive a detailed safeguarding induction relevant to their role, and volunteers and contractors receive a safeguarding leaflet including who to contact.
- Staff confirm that they have read and understood KCSIE Part One and Annex B, plus the school's Child Protection Policy – updated annually and presented at the September INSET.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Contribute to creating a culture of providing a safe space for pupils with any emerging concerns to speak out and share their concerns.

All staff will be aware of:

- Our school's safeguarding arrangements and systems are explained to staff as part of their induction and thereafter reviewed with staff at least annually. The following aspects are included:
 - Child Protection Policy
 - Staff Code of Conduct
 - The role and identity of the Designated Safeguarding Lead (DSL) and deputies
 - Behaviour Discipline and Behaviour Management Policy

- Policies relating to Online Safety including the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- It is crucial that all staff look out for children who may benefit from Early Help along with children in Specific Circumstances (Annex B KCSIE 2025), the Early Help assessment process 'Families First Assessment' and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to the Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) [See Annex B Keeping Children Safe in Education 2025](#)
- The importance of reassuring children that they are being taken seriously and that they will be supported and kept safe
- The importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL (Colleen Edmonds) is a member of the Senior Leadership Team (SLT). Safeguarding is on the Agenda of each SLT meeting, and safeguarding issues and training are discussed as relevant. Further guidance on the role of the DSL and DDSL is followed as listed in KCSIE (Sept 2025).

- The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- During term time, the DSL/DDSL will be available during school hours for staff to discuss any safeguarding concerns. Out of hours, staff should contact the DSL/DDSL via their phone numbers on the contact card, or via safeguarding@thekingsschool.com
- Staff can also contact Sandra Case, DSL and Manager of Highfield Preschool.
- In an urgent context, if a child is at immediate risk of significant harm and the DSLs /DDSL cannot be contacted, staff know to contact Herts Children's Services on 0300 123 4043 or Police on 999.

See Contacts Page for details.

Role of the Deputy Designated Safeguarding Lead (DDSL)

The DDSL (Andy Reeves) undertakes multi-agency training every 2 years and carries out the above role in place of the Designated Safeguarding Lead as required.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children
- Have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in school, this includes those presented by children within the setting, their parents/carer or associated adults where necessary
- Assist the Headteacher to review and respond to low-level concerns that may arise regarding staff
- Share information and/or take part in statutory processes that involve reviewing and analysing of safeguarding practice and policies.

The DSL will also:

- Keep the Headteacher informed of any significant issues
- Liaise with Local Authority case managers and designated officers for child protection concerns as appropriate
- Follow national and local multi-agency arrangements for keeping children safe and accessing support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search
- The full responsibilities of the DSL and deputy(s) are set out in their job description. See KCSIE, [Annex C](#)

Role and Responsibilities of the Trustees

Our Trustees have a strategic role within our leadership and management and must ensure that all staff comply with legislation and local guidance at all times.

The Governing Body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- evaluate and approve recommendations/action plans identified through quality assurance activity that the Headteacher/DSL undertakes to review safeguarding practice through audits and regular reports to Trustees to ensure that they have regular oversight and hold the Headteacher accountable for practice improvement

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link Trustee with responsibility for safeguarding to monitor the effectiveness of this policy in conjunction with the full board of Trustees. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that all Trustees
 - Read Keeping Children Safe in Education and understand any updates
 - Sign a declaration at the first Trustees Meeting of the academic year that they have reviewed the Child Protection Policy and procedures – declaration to be published at the end of this Policy.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

The Trustees will make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Section 11 of this policy covers this procedure
- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities on the school premises (regardless of whether or not the children who attend these services/ activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/ procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

See [Keeping Children safe during community activities, after-school club and tuition: Non statutory guidance for providers running out of school settings](#)

- The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see Section 11 managing concerns and allegations).
- Section 14 (Training) of this policy has information on how Trustees are supported to fulfil their role, also see Part 2 of KCSIE 2025.

Role and Responsibilities of the Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/ carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the Early Years setting

Role and Responsibilities of the Designated Teacher

Mrs Colleen Edmonds, DSL, also acts as our Designated Teacher. Our Designated Teacher takes leadership of promoting the educational attainment of Children with a Social Worker which includes:

- Working closely with Virtual School Heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans.
- Carrying out their duties in line with [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](#) and extended duties as outlined [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](#).
- Working closely with our DSL for those children who are supported by a Child in Need or Child Protection Plan to ensure support for the education attainment of these children is appropriately entwined with safeguarding processes.

All staff and leadership are required to support HSCP principals to safeguarding children by exercising their professional curiosity at all times. [April 2025 Professional Curiosity](#)

7. Family Help

[Keeping children safe, helping families thrive - GOV.UK](#) underpins the [Children and Wellbeing bill](#) which is a key step towards delivering the government's 'Opportunity Mission' to break the link between young people's background and their future success. It will better put in place support to drive high and rising standards throughout our education and care systems so that every child can achieve and thrive. It outlines the government's commitment to keeping families together and children safe and support children to live in family settings where children cannot remain at home, including through kinship or foster care, rather than residential care.

In March 2025 the DfE published [The Families First Partnership \(FFP\) Programme Guide](#) this sets out how every child is to be kept safe and have the opportunity to succeed, children's social care is to be reformed and committed to supporting every child to grow up in a safe, stable and loving home, for most children this means growing up within their family and support through early help and family networks.

Family Help will take place at the heart of communities, bringing together local services under a combined, multi-disciplinary practice approach and service offer. The key principles that will inform the delivery of services will include:

- wrapping support around the whole-family at the earliest opportunity – using the expertise of multi-disciplinary practitioners;
- ensuring consistency of relationships between children, families, and their lead practitioner;
- adopting one plan that will stay with families but adapt as needs change.

At The King's School we endorse these principles and will continue to work in partnership and collaboration with children and their families so that they are supported from an early stage by being a part of and leading the conversations about change and aims for their children. We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to improve their own agency to make safe and positive decisions for themselves and their children.

Our principles include, but are not limited to:

- Approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity.
- Avoiding reinforcing family shame, suffering, and blame.
- Making efforts to understand the impact of the parental trauma influencing the dynamics and experiences of the family.
- Using strength-based approaches, working with parents and carers to identify what is working well and how their strengths could support them to effect positive change.
- Ensuring we work sensitively with parents, carers, and children, to identify and understand the impact of adversity and trauma in their lives; seeking to understand how adversity and trauma might manifest and affect children and parent's engagement and use their expertise to adapt their response with care and compassion.
- Adapting our responses to meet the diverse needs of parents and carers, including fathers and male carers, and the specific challenges being faced, including parents and carers of disabled children, and where harm is outside the home.

- Ensuring we understand the family's background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support.
- Being alert and recognising where parents or carers may not be acting in the best interest of the child or where children may be experiencing abuse, neglect, and exploitation as a result of actions by parents, carers, or other individuals in their lives. Practitioners use their skills and expertise to adapt their response to secure engagement.
- Being mindful of negative stereotypes when making decisions which might lead to false and unconscious bias.

Communicating effectively verbally and non-verbally by:

- Communicating with respect, being clear, curious, and inclusive; adapting to parent's and carer's needs.
- Providing materials to children, parents, carers, and families which are jargon free, developmentally appropriate and in a format that is easily understood.
- Ensuring any materials, such as minutes or reports, capture the school's contribution but also those from the children, parents and carers which must include their views and wishes.
- Supporting families to access support to translate information where English is not their first language. Our school will access interpreters where needed including British Sign Language.

Empowering our parents and carers to participate in decision-making to help, support and protect children by:

- Creating a safe culture which is an open and accepting forum free from discriminatory or prejudicial judgements.
- Ensuring the open culture is one which still provides reflection and challenge where the information has the potential to be a risk or influencing factor which may impact on a child's safety and wellbeing.
- Asking families for their perspective on a situation or issue that arises, ensuring we consider their point of view and factor this in when thinking about support.
- Promote families' rights to support through use of advocates, family members or a supporter.
- Ensuring parents and carers are fully aware of who will attend meetings and discussions, if the child will be invited to participate, and the format of the meeting or discussion.
- Giving parents and carers adequate preparation at every stage, relevant information, a safe and appropriate environment for participation, and suitable access arrangements.
- Signposting parents and carers to sources of help and support available locally or through the local authority.
- Provide opportunities for feedback and review to ensure acknowledgement of positive progress but also reviewing and discussion of any new or increasing issues to readapt a family's plans.
- Being transparent about our concerns and why we may need to request support from an outside agency; and the potential actions should our concerns increase for the children.

- Helping parents and carers to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes.
- Providing information about different types of support, what it involves and expects from parents and carers so they can make an informed choice and decision about which support pathways will be more helpful and effective for them.

7. Confidentiality and Sharing Information

The Data Protection Act (DPA) 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. The King's School recognises that timely information sharing is essential for effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should never promise a child that they will not tell anyone about a safeguarding disclosure, as this may not be in the child's best interests.

The following principles apply to The King's School confidentiality agreement:

- Timely information sharing is essential to effective safeguarding.
- The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - The DSL should consider the following points:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- Confidentiality is also addressed in this policy with respect to record keeping in section 12, and allegations of abuse against staff in section 11.

If staff are in any doubt about sharing information, they should speak to the DSL/DDSL.

8. Recognise and Respond to Abuse, Neglect and Exploitation

In this section, any reference to the DSL will mean both lead and all deputy safeguarding leads.

Recognising Abuse, Neglect and Exploitation

All our staff are aware of the indicators of abuse, neglect and exploitation outlined below. They understand that children can be at risk of harm inside and outside of our school, inside and outside of their homes, wholly online or via the use of technology offline. They are also aware that harm to a child can be caused by an adult or adults or by another child or children. We encourage our staff to be professionally curious and mindful of what to look out for as this is vital for the early identification of abuse and neglect so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

Physical Abuse

Definition:	Indicators:
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 (Fabricated induced illness FII)	Bruises: • Commonly on the head but also on the ear, neck or soft areas (abdomen, back and buttocks) • Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet • Clusters of bruises on the upper arm, outside of the thigh or on the body • Bruises with dots of blood under the skin • A bruised scalp and swollen eyes from hair being pulled violently • Bruises in the shape of a hand or object • Bruises on non-mobile babies. Burns or scalds:

	• Can be from hot liquids, hot objects, flames, chemicals, or electricity • These may be on the hands, back, shoulders or buttocks. Scalds in particular may be on lower limbs, both arms and/or both legs • A clear edge to the burn or scald • Sometimes in the shape of an implement – for example, a circular cigarette burn • Multiple burns or scalds. Bite marks: • Usually oval or circular in shape • Visible wounds, indentations or bruising from individual teeth. Fractures or broken bones: • Fractures to the ribs or the leg bones in babies • Multiple fractures or breaks at different stages of healing • Risks and vulnerability factors Physical abuse can happen in any family, but babies and children who have a disability are at a higher risk of suffering physical abuse (Jones et al, 2012).
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Emotional Abuse

Definition:	Indicators:
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 • Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate • Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as	• Lack confidence • Struggle to control strong emotions • Struggle to make or maintain relationships • Display behaviour that is inappropriate to their stage of development (for example not being able to play, developing language late or using language you may not expect of a child their age. Older children may: • Struggle to control strong emotions or have extreme outbursts • Seem isolated from their parents • Lack social skills or have few, if any, friends

overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction • A child seeing or hearing the ill-treatment of another • Serious bullying (including cyberbullying) • Causing a child to feel frightened or in danger • 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. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.	• Use language, act in a way or know about things that you wouldn't expect them to know for their age • Risk and vulnerability factors: children from any background can be at risk of emotional abuse, but some are more susceptible than others due to various factors.
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Sexual Abuse

Definition:	Indicators:
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve: Physical contact - including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing 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 Online abuse - sexual abuse can take place online, and technology can be used to facilitate offline abuse Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children. Child-on-child abuse - the sexual abuse of children by other children is a specific	Not all children will realise they are being sexually abused, particularly if they have been groomed, but there may be physical, behavioural and emotional signs that indicate a child has experienced sexual abuse. Physical indicators include: • Bruising • Bleeding • Discharge • Pain or soreness in the genital or anal area • Sexually transmitted infections (Lindon and Webb, 2016) • Girls who are being sexually abused may become pregnant at a young age. Emotional and behavioural indicators include: • Being afraid of and/or avoiding a particular person (including a family member or friend) • Having nightmares or bed-wetting • Being withdrawn

safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it.	• Alluding to 'secrets' • Self-harming • Running away from home • Developing eating problems • Displaying sexualised behaviour or having sexual knowledge that is inappropriate for their stage of development • Misusing drugs or alcohol.
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Neglect

Definition:	Indicators:
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 caregivers) • ensure access to appropriate medical care or treatment • provide suitable education It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (updated to reflect definition change in Working Together to Safeguard Children 2023)	Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there is a serious problem. Children and young people who are neglected might have: • Poor appearance and hygiene, being smelly or dirty (unkempt) • Being hungry or not given money for food • Having unwashed clothes, the wrong clothing, such as no warm clothes in winter • Health and development problems, regular illness or infections • Anaemia • Body issues, such as poor muscle tone or prominent joints • Medical or dental issues • Missed medical appointments, such as for vaccinations • Not given the correct medicines • Poor language or social skills.

Children and young people can be influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Some of these risks, along with other further specific forms of abuse, are discussed in more detail in Annex B of KCSIE 2025.

Exploitation

Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

Our staff are aware that there are several types of child exploitation, including, but not limited to:

- **Child Sexual Exploitation (CSE):** this is a type of sexual abuse where children are sexually exploited for money, power, or status. It can involve contact and non-contact activities and can occur without the child's immediate recognition; this is due to their grooming by the abuser.
- **Child Labour Exploitation:** this involves the use of children in work that is harmful to their physical and mental development. It deprives them of their childhood, potential, and dignity.
- **Child Trafficking:** children are recruited, moved, or transported and then exploited, forced to work, or sold. They are often used for forced labour, sexual exploitation, or illegal activities.
- **Child Criminal Exploitation (CCE):** this is where children are involved in activities of a criminal nature, often in gangs. They may be forced or manipulated into committing crimes, such as selling drugs or stealing.

Safeguarding Issues and Specific Forms of Abuse

All our staff understand that children can be at risk of abuse or exploitation in **situations outside their families**. They are aware that **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), drug taking and/or alcohol misuse, criminal exploitation, child sexual exploitation, serious youth violence, county lines, radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) and can put children in danger.

Harm from domestic abuse includes children who see, hear or experience its effects.

Staff are aware that extra-familial harms can present online, in a child's environment/neighbourhood, school and any place/space that children occupy or access and include:

- Child abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health issues
- Modern Slavery and the National Referral Mechanism

- Preventing radicalization, Prevent & Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- FGM and the mandatory reporting duty for teachers
- Forced marriage.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of Domestic Abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships.

Our staff understand that these experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Our staff are aware that Domestic Abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and Domestic Abuse can take place inside or outside of the home.

Types of Domestic Abuse

Domestic Abuse can be, but is not limited to the following, signs to look out for and be professionally curious about:

- Controlling or coercive behaviour
 - Violent or threatening behaviour
 - Physical or sexual abuse
 - Economic abuse
 - Technology-facilitated abuse
 - Psychological, emotional, or other abuse
 - Stalking
- **Violence against woman and girls (VAWG)** includes but not limited to harassment, stalking, rape, sexual assault, murder, honour-based abuse, coercive control and while men and boys also suffer from many of these forms of abuse, they disproportionately affect women. [Crime and Policing Bill: reducing violence against women and girls \(VAWG\) factsheet - GOV.UK](#)

Child-to-parent-abuse (CPA) or adolescent-to-parent abuse (APA) is any behaviour used by a child or young person to control, dominate or coerce parents. It can include emotional, verbal, physical or financial abuse and includes “coercive control,” or in other words, the parent or other adult is compelled to change their own behaviours for fear of further abuse.

Responding to Abuse, Neglect and Exploitation

All staff, volunteers, and Trustees must follow the procedures set out below in the event of a safeguarding concern that meets threshold for referral to Children’s Social Care. For early help

intervention (not requiring immediate child protection) see the [continuum of need](#) and the [Families First Portal](#)

If a child is suffering or likely to suffer harm, or in immediate danger

DSLs will make referrals in the following way:

- 1) If the child is at immediate risk of significant harm or likelihood of significant harm they will call Children's Services 0300 123 4043 and / or police 999 and then complete the referral form to report a concern / request support:

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/professionals-report-a-concern.aspx> specifying their child protection concerns.

- 2) Alternatively, if not an immediate risk but the child is considered to be suffering or at risk of suffering significant harm they will complete the referral form, specifying their child protection concerns.

Anyone can make a referral to Police and/or Children's Services therefore, we expect all staff and volunteers in our school community to act immediately and not delay if they consider a child to be in immediate danger using the pathways below.

For non-DSLs to make a referral to Children's Social Care:

Call 0300 123 4043 followed by a referral form

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx>

The staff member must inform the DSL as soon as possible.

To contact the Police:

Call Police on 999 if urgent, if not urgent call 101.

If a child resides in a neighbouring Local Authority (out of Hertfordshire County) the GOV.UK webpage for reporting child abuse to your local council: [Report child abuse to a local council - GOV.UK \(www.gov.uk\) is accessible to assist staff.](#)

Concerns about a child (not considered to be suffering harm, at risk of suffering harm or in immediate danger)

As per KCSIE (2025), staff *"should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision"* (support). Where staff have a concern for a child which does not indicate that they are suffering or likely to suffer immediate harm or in immediate danger they should follow the setting's internal processes for submitting a Record of Concern.

Steps to follow if you have any safeguarding-related concerns:-

If you are worried that the child may be at risk of harm speak with the DSL/DDSL without delay to facilitate necessary steps well ahead of the time the child is due to leave school.

Log the details on CPOMS (including as relevant using the child's own words, keeping to the facts, noting who else was present, completing the body map, noting actions taken) and follow up with the DSL/DDSL as necessary.

Upon receipt of the Record of Concern, the DSL (or deputy DSL) should consult Hertfordshire's Continuum of Need or, if needed, seek further consultation to consider an appropriate level of

response to take. The DSL (or deputy) should acknowledge the concern and feedback wherever appropriate. Staff must not assume that action has been taken unless they have received feedback from the DSL (or deputy DSL) who responded.

If a child makes a disclosure to a member of staff or volunteer

All staff are aware they should be prepared, when possible, as children can disclose spontaneously.

We consider the term ‘the child’s voice’ to represent not only what children say directly, but rather the many ways that children communicate with us, including both verbal and non-verbal communication. The child’s lived experience means seeing and understanding their experiences from their point of view, our staff understand that it is very important to always record exactly what a child has said rather than interpret this from an adult/ their own perspective. The King’s School is situated within Hertfordshire County which has a rich and diverse population; we cannot and do not assume that all children and their families will have English as their first language nor may a child with SEND have speech or language ability to convey verbally any difficulties they may experience.

Therefore, our staff give careful consideration to knowing that a child may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

All staff at The King’s School must ensure that no child is ever made to feel that they are ‘any trouble’ if they need time and space to share their worries with staff.

The King’s School culture of safeguarding endorses the following principles of meaningful engagement with children to include:

Listen

- Be patient – a child may be finding it hard to find the words to express themselves. Let them tell their story in their own words.
- Do not interrogate – you may ‘taint’ evidence by asking leading questions or suggesting what may have happened. Maintain your professional curiosity, ask open-ended prompts.

Reassure

- Reassure the child they are not in trouble and that they have done the right thing in telling you
- Do not tell the child they should have told you sooner.
- Reassure the child that it is not their fault – victims can often be blamed by their abusers.
- Do not promise confidentiality – if the child asks you to keep it a secret, explain who you need to tell to keep them safe, if appropriate.
- Explain to the child as relevant that you will have to share the information to get the right support and explain what may happen next.

Stay Calm

- Try not to panic, be aware of your own reactions and feelings, avoid showing shock, anger, or disgust

- Do not insult the alleged abuser, however frustrated you may privately feel: children can be very protective of people they care about, even if that person is abusing them.

Report

- Write up your conversation as soon as possible using the child's own words. Stick to the facts, and do not put your own judgement on it.
- Log the concern via CPOMs or sign and date the write-up and pass it on to the DSL or DDSL. Alternatively, if necessary make a referral to Children's Social Care and/or the Police directly (see section 8). Prioritise this above all other work.
- Inform the DSL/DDSL of your actions as soon as possible.
- Do not disclose any information to anyone aside from those within your DSL team, unless you are told to do so by a relevant agency involved in the safeguarding process.

Reporting systems for children

The King's School is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their life at home, in the community, online or regarding a member of staff or other children in the school. As outlined above, all our staff are clear on the importance of listening and supporting children when making disclosures, and the need to reassure them.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when assessing information, considering necessary actions and any subsequent implementation of advice or support.

To achieve this, we have:

- Clear systems in place for children to report concerns, knowing they will be listened to and supported. Pupils are reminded (including via posters on display around the school) to talk with their class teacher, form tutor, Head of Secondary/Mental Health Lead, or any member of staff about any emerging concerns.

Accessible ways of passing on concerns which are well promoted and understood by the children so they can easily report concerns via this pathway should they wish. Pupils are encouraged to speak promptly with a trusted adult, and posters additionally include safeguarding@thekingsschool.com for pupils to pass on a concern by email if they prefer, and there is also an easily accessible Worry Box.

Pupils are reminded eg. via the LifeWISE PSHE programme, class and tutor group times and Assemblies of the need to respect others and to speak out if they are worried about themselves or someone else. They know that their concerns will be taken seriously, and that appropriate confidentiality and support put in place.

Pupil Voice teams plus student leaders and mentors provide liaison and support between peers and with school staff.

Concerns that Female Genital Mutilation (FGM) has taken place or a child is at risk of FGM

Keeping Children Safe in Education (2025) explains that FGM includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.'

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- is informed by a girl under 18 that an act of FGM has been carried out on her;
- or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth)

must immediately report this to the Police, personally on 999. This is a mandatory, statutory duty and teachers will face disciplinary sanctions for failing to meet it. In addition, staff should also discuss the concerns with the DSL to report to Children's Services, as appropriate.

The duty for teachers above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, the teacher must report to the DSL and follow local safeguarding procedures to be taken.

Any other member of staff who discovers that FGM has been carried out on a child under 18 must report this to the DSL immediately to ensure local safeguarding procedures are followed.

If a member of staff who is not a teacher suspects a child is at risk or suspects that FGM has been carried out, they should report to the DSL and follow local safeguarding procedures.

Please see [5.1.17 of the HSCP Procedures Manual](#) for further information about

Concerns about extremism

The Prevent Duty is concerned with all forms of terrorism and extremism. It also includes some forms of nonviolent extremism. For example:

- Right Wing extremism
- Religious extremism
- Environmental and Animal Rights extremism
- School Massacre ideology
- Involuntary Celibate (Incel) ideology

Unless your concerns indicate that the child is at immediate risk of harm or danger, report your concerns to the DSL. In rare circumstances where the DSL may not be available, staff should speak with a member of the senior leadership team and/or seek advice from Children's Services, if appropriate. Staff must inform the DSL of their actions as soon as possible.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This can include seeking advice from Hertfordshire County Council's Prevent Programme Manager, a referral to Children's Services 0300 123 4043 or [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and Trustees can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

Concerns about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a staff member has a concern about a child's mental health which they consider to also be a safeguarding concern, they must consider if the child is at risk of immediate harm; and if so, should follow steps earlier in Section 8.

If you have a mental health concern about a child that is not also a safeguarding concern, speak to the DSL and Mental Health Lead to agree a course of action.

The Single Point of Access (SPA) Mental Health phonenumber is available 24/7 on 0800 6444 101 and can be used when there is an urgent or 'crisis' concern as well as for moderate and non-urgent concerns. Further information and resources can be found on [The Grid](#).

Parents, carers and children who are experiencing a mental health crisis may phone the NHS helpline on 111 and select Option 2 for mental health support.

Concerns about child-on-child abuse

We know that children can abuse other children. No abuse at The King's School will ever be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We are committed to upholding a culture that prevents unacceptable behaviours and prevents behaviours which could lead to an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously.

In most circumstances, incidences of pupils hurting other pupils will be dealt with under our School's Behaviour Policy but this Child Protection Policy will apply to any allegations that raise safeguarding concerns where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and report to the DSL, and would not themselves investigate the matter if there is an allegation of serious abuse.
- The DSL will assess and consider the relevant next steps which may include making a referral to Children's Services as well as the Police if the allegation involves a potential criminal offence, or referring to the Child and Adolescent Mental Health Service (CAMHS), if appropriate.
- The DSL will consider whether a risk assessment and/or a safety and support plan would be beneficial for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected, with a named person they can talk to if

needed. This should include consideration of all aspects and areas of the school environment and beyond, for example off-site activities and school transport.)

- The DSL will be committed to engaging the child and their parents/ carers to gain their views and contributions and will liaise with other agencies as relevant to assess any identified risks, unmet needs and any measures or support required.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.
- We are committed to ensuring that where concerns are raised about child-on-child abuse, incidences are taken seriously and dealt with fairly. DSLs will consider all information available to them and ensure that any action or decision is proportionate for all children involved, and that such decisions do not disproportionately impact on their access to education, although at times some restrictions or adaptations may be required to manage identified risk.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we expect staff to:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that may particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our channels for support
- Reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”

- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A child's friend may report this directly to a staff member or make comments (if they do, staff should be professionally curious)
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including the potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in managing any proposed risk by the alleged perpetrator(s) and will provide support at the same time, it is not our intention to villainise children, but it is everyone's responsibility to uphold the Behaviour Policy and standards within the school to maintain a safe environment. Such assessments or plans will be robust but sensitive to the individual needs of the children to ensure any identified risk is managed as effectively as possible whilst also supporting them to continue accessing a satisfactory level of education.

Risk management strategies can be put in place while other investigations are going on, e.g. by the Police. Although another agency such as the Police or Children's Services is or has investigated an incident, it is our duty at The King's School to ensure we identify and implement our own assessment and management of the concerns, informed by the needs of our school and the children we care for and the advice and outcomes of those agencies' actions. This is to ensure that all children and staff are supported and always protected. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or Children's Services to determine this
- There are circumstances that make it unreasonable or inappropriate for us to reach our own view about what happened while an independent investigation is ongoing.

Risk Management Plan (RAMP) and Safety and Support Plan (S&SP)

RAMP - When there has been a report of sexual violence, or and harassment, the DSL (or a deputy) will make an immediate Risk and Needs Assessment for both the alleged victim and the perpetrator. The RAMP is to enable the DSL to use their critical thinking and consider what the needs of any child/ren are, analyse what are the risks and what measures can be put in place to protect children and keep them safe from further harm. Risk assessments will be recorded (paper or electronic) and kept under review.

The school risk assessment is not intended to replace the detailed assessments of other expert specialist assessments, but the DSL will seek and share information from other agencies where

required to inform the school's understanding from a multi-agency perspective so that a holistic approach in supporting and protecting children can be strengthened.

We are aware that children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing, this can also impact on the family and can cause the child adverse effect on their educational attainment and can be exacerbated if the alleged perpetrator(s) attends the same school or college. The RAMP will take this into account and plan accordingly on the gravity of a situation on treat incidents on a case-by-case situation.

Keeping Children Safe in Education, Part Five Sexual Violence and Sexual Harassment provide statutory duty for schools and colleges.

The RAMP is the responsibility of The King's School and leadership and management team, and it is critical that parents and carers place confidence and trust in our school by working with us and supporting the plan.

All schools and colleges are at liberty to adopt any form of risk management and safety planning protocols, at The King's School we use the following types of risk management to not only support children presenting with Harmful Sexual Behaviour but more commonly we experience a range of specific safeguarding issues that vulnerable children and young people are faced with, examples of these cited in Part one and Annex B KCSIE.

Risk Assessment Management Plan (RAMP) for Harmful Sexual Behaviour (HSB)

The RAMP framework provides DSLs in our school the means to:

- Assess the needs and risk of children and young people when they have presented with Harmful Sexual Behaviour (for age-appropriate exploratory sexual behaviours, use Safety and Support Plan framework).
- Guidance and evidenced based resources to support DSLs critical thinking and analysis using a multi-agency approach to identify risk and strengths.
- Template to support and manage risk by developing a day-to-day plan to safeguard and promote the welfare of Children and Young People (CYP), monitor and review their progress.

Safety and Support Plan (S&SP) for all safeguarding issues and specific forms of abuse and harm

The S&SP framework provides DSLs in our school to:

1. Assess the needs and risk of children and young people when they have presented with vulnerabilities associated with themes set out part one and Annex B 'Keeping Children Safe in Education' this includes all forms of child-on-child abuse. (If CYP is presenting with high problematic and Harmful Sexual Behaviour use the RAMP framework).
2. Guidance and evidenced based resources to support DSLs critical thinking and analysis using a multi-agency approach to identify risk and strengths.
3. Template to manage risk by with a day today support plan therefore safeguard and promote the welfare of CYP, monitor and review their progress.

9. Online Safety and Filtering

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and Trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile devices')
- Set clear guidelines for the use of mobile devices for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2025:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as pressure from another child(ren), 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 – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will educate and remind pupils at age appropriate stages about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

We will also:

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- Educate parents/ carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/ carers, staff, volunteers and Trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/ carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Maintain robust filtering and monitoring systems (through Smoothwall) to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, including reviewing potential risks.
- Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.
- Pupils are not allowed access to their phones onsite and are briefed re. online responsibilities relating to use of devices when not at school. Pupils with relevant SEN consideration must bring their device to the IT Manager for security purposes before being allowed to use their device for word processing in school.

See further guidance:

- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk The helpline provides expert advice and support for school and college staff with regard to online safety issues.
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF) <https://www.iwf.org.uk>
- Advice on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
[Advice for education settings on responding to sharing of nudes and semi-nudes \(gov.uk, 2020\)](https://www.gov.uk/government/publications/advice-for-education-settings-on-responding-to-sharing-of-nudes-and-semi-nudes)
- National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse <https://www.ceop.police.uk/Safety-Centre/>
- The National Centre for Cyber Security <https://www.ncsc.gov.uk/>

10. Working with Parents and Carers

At The King's School where appropriate we will discuss concerns about a child with their parents or carers. We know parents and carers know their child best and we will always value the fact that often, when concerns emerge, these can easily be resolved with the support of school and parents/ carers working together. To retain confidentiality within the school community other staff will only talk to parents or carers about safeguarding concerns following consultation with the DSL/DDSL.

Although we will always want to be open and transparent with parents and carers, there may be circumstances where the safety of a child overrides their liberty and rights for this to happen immediately, as consent may not be appropriate/ required. For a small number of children, seeking parental consent would not be appropriate if:

- The child would be placed at increased risk of significant harm through the action of gaining this consent
- There would be an impact on a criminal investigation
- A delay in making the referral would impact on the immediate safety of the child.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Local Authority Children's Social Care team to seek advice on when would be the right time to share information, so that we do not interrupt planned inquiries by Children's Services or the Police.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about other children involved, and when. We will work with the Police and/or Local Authority Children's Social Care to make sure our approach to information sharing is consistent.

The DSL/DDSL will where appropriate, along with other agencies if there is third party involvement (as decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) for any decision(s).

11. Managing Allegations about Staff, School's Policies & Practice

11. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers, and contractors

The King's School 'low-level concern and allegations policy' is compliant with:

- [KCSIE, Part four](#)
- Hertfordshire Safeguarding Children Partnership Procedures Manual, [Section 5.1.5 Managing Allegations Against People who work with Children and Young People](#)

TKS CP Policy Sept 2025

- [Developing and implementing a low-level concerns policy \(Farrer & Co\)](#), which provides detailed guidance and examples.

This section of our policy is a reflection and extension of The King's School's wider staff Staff Code of Conduct.

All staff and volunteers at The King's School hold positions of trust and are expected to uphold safe working practices outlined in our Staff Code of Conduct.

A 'position of trust' refers to any role where an adult holds power or influence over a child due to the nature of their work (either paid or voluntary). As defined in the [Sexual Offences Act 2003 \(Sections.16-24\)](#) and further clarified by the [Crown Prosecution Service](#), **it is a criminal offence for anyone in a position of trust to engage in sexual activity with a child in their care – even if that child is aged 16 or 17 and legally considered to have reached the age of sexual consent (16)**; this includes both in-person and online interaction, within or outside of employed/voluntary hours.

A **breach of trust** occurs when an adult working or volunteering with children crosses established boundaries in their professional relationship with a child or young person through inappropriate behaviour that involves an abuse of their position or authority. The behaviour itself does not need to be illegal to constitute a breach of trust – even when the child or young person is over the age of consent (16). Examples include:

- A 19-year-old Youth Worker at a youth club initiating a personal relationship with a 16-year-old club member.
- A teacher engaging in an intimate or sexual relationship with a Sixth-Form student.

These behaviours undermine professional integrity and breach safeguarding standards and The King's School's Staff Code of Conduct regardless of legal consent due to the imbalance of power and the professional duty of care.

[Section 11 of the 2004 Children's Act](#) states that schools and colleges should have clear policies aligned with HSCP Procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors. These policies must clearly distinguish between:

Allegations – a claim or assertion that someone has done something illegal or wrong, typically one made without proof. The *Harm Threshold* (see section *Managing Allegations*, below) for an allegation is when a person working or volunteering with children in a position of trust has or may have:

- Behaved in a way that has, or may have harmed a child/young person;
- Possibly committed a criminal offence against/related to a child/young person;
- Behaved toward a child/young person in a way that indicates he or she would pose a risk of harm;*
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people;*

**These categories can include behaviour that may have happened outside of an organisation that might make an individual unsuitable to work with children/young people.*

Concerns about the quality of care/practice - is an accusation, not of a child protection nature, that the care/practice provided does not meet the expected standards. As with quality in other fields, it is an assessment of whether something is good enough and whether it is suitable for its purpose.

Complaints – an expression of dissatisfaction about actions or the lack thereof. Concerns may reflect a worry requiring reassurance, while complaints assert that something is unacceptable

Levels of Concern and Allegation

There are two levels of Concerns and Allegations relating to adults (in both paid and voluntary roles) working with children either directly and/or online:

1. Low-Level Concerns

These are behaviours by one or more adults (paid or voluntary) which are inconsistent with The King's School's Staff Code of Conduct but do not meet the Harm Threshold (see above under definition of Allegations) and are referred to as 'Low-Level Concerns'. Examples include repeated breaches of The King's School's Staff Code of Conduct in relation to safeguarding.

2. Allegations

These are behaviours by one or more adults (paid or voluntary) that do meet or may meet the Harm Threshold (see above under definition of Allegations). Such cases require referral within **one working day** to the **Local Authority Designated Officer (LADO)** and potentially other statutory bodies such as the police or children's social care.

Low-Level Concerns and Allegations may emerge as a result of either observed suspicions or direct disclosures made by a child. In assessing the potential harm and impact to a child or young person, DSLs will consider the four categories of abuse – physical, emotional, sexual and neglect – as well as any safeguarding elements related to exploitation. Detailed definitions of these terms can be found in Chapters 4 and 9 on this policy.

The Harm Test is explained in the Disclosure and Barring service Guidance: [Making barring referrals to the DBS and Section 31\(9\) of the Children Act 1989 \(as amended by the Adoption and Children Act 2002\)](#).

Managing Low-Level Concerns (those that DO NOT meet the Harm Threshold for Allegation)

As part of our whole-school approach to safeguarding, we are committed to fostering an open and transparent culture where all concerns involving adults working in or on behalf of The King's School (including supply teachers, volunteers, and contractors) are addressed promptly and appropriately.

Creating an environment where all concerns can be shared responsibly, with the right person, recorded accurately, and handled with care is essential to keeping our children and young people safe.

We aim to:

- Enable all stake holders to identify inappropriate, problematic, or concerning behaviour early and encourage them to do so.
- Reduce the risk of abuse by acting preventatively.
- Ensure that all adults working/volunteering in or on behalf of our school understand and adhere to professional boundaries consistent with our ethos and values at The King's School.

A 'Low-Level' Concern does not imply insignificance. It refers to any behaviour – however minor – that causes a sense of unease or a 'nagging doubt' about whether an adult's behaviour:

Is inconsistent with The King's School's Staff Code of Conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples may include (but are not limited to):

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- Humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The role of the Case Manager for Low-Level Concerns

In our school, the Case Manager is a senior leader—for example, the Headteacher or Designated Safeguarding Lead (DSL). If concerns involve the Headteacher, the Chair of Governors fulfils this role.

When a Low-Level Concern is raised (including third-party reports), the Case Manager or their nominated deputy will:

- Speak with the person who raised the concern (unless this was raised anonymously)
- Speak with the individual subject to the concern
- Identify and interview any other involved parties or witnesses

The information gathered will help us to categorise the type of behaviour and determine what further action may need to be taken. This information will be recorded in writing along with the rationale for our decisions and action taken.

The Case Manager, a nominated deputy, or Chair of Governors will respond to reports of Low-Level Concerns in-line with the schools' internal due processes for managing safe-staffing, our response may include the following:

- Prioritise the safety and wellbeing of any alleged victim and all other pupils
- Share details only with those who need to know to maintain confidentiality
- Conduct further inquiries with relevant children, staff, parents, or witnesses
- If there are reasonable grounds, launch a formal internal investigation following the school's internal processes
- Consult Human Resources on possible breaches of the Staff Code of Conduct, [Teachers' Standards](#), or TA regulations to assess disciplinary thresholds
- Inform the subject of the concerns and outline available support during the inquiry
- Determine when to allow the subject to present their account

- Review all evidence and decide on an outcome
- If no risk of harm is found, consider additional training or monitoring for the staff member
- If new information raises serious risk or meets the harm threshold, refer the matter to the LADO

The King's School fosters a safeguarding culture where every staff member is professionally curious. We:

- Clarify expected staff behaviour and help them distinguish it from concerning conduct
- Encourage prompt reporting of Low-Level Concerns
- Address unprofessional behaviour early and support corrective measures
- Handle concerns sensitively and in proportion to their nature
- Use reported concerns to identify and address any weaknesses in our safeguarding systems

Record keeping for Concerns and Allegations

It is vital that our stakeholders know how to share information about concerns for professionals and volunteers working with children. To ensure safe working practice:

- All staff and volunteers must record the details of the Low-Level Concerns and submit them to the Headteacher/Principal
- Records are confidential, stored securely, and comply with the Data Protection Act 2018 and UK GDPR
- If a pattern of inappropriate behaviour emerges, the Case Manager will decide on disciplinary action, or if the Harm Threshold is reached, refer to the LADO (per KCSIE Part Four, Section One)
- We will review and revise relevant policies or training to address any school-culture factors that enabled the behaviour
- Records of concerns are retained by The King's School until the individual reaches retirement-age or for the next ten years, whichever period is longer

Managing Allegations (those that DO MEET the Harm Threshold for LADO)

When concerns/allegations meet the harm threshold The King's School is required to comply with both Part Four of KCSIE and Hertfordshire Safeguarding Children Partnership Procedures Manual [Section 5.1.5 Managing Allegations Against Adults Who Work With Children and Young People](#)

All staff and volunteers at The King's School are required to immediately report any level of concerns about behaviour and/or conduct of an adult working/volunteering with children towards a child to leadership and management. This includes reporting adults who are providing out of school activities/leasing The King's School facilities.

These are *The King's School's* procedures for managing cases of concerns/allegations that meet the Harm Threshold and may indicate a person is a risk of harm to children if they continue to work in their present position, or in any capacity with children and young people. This is the

process and the threshold criteria we apply if it is alleged that anyone working in our school or a college, including supply teachers, volunteers and contractors has:

<i>Behaved in a way that has, or may have harmed a child/young person</i>	<i>Possibly committed a criminal offence against/related to a child/young person</i>	<i>Behaved toward a child/young person in a way that indicates he or she would pose a risk of harm</i>	<i>Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people</i>
Harm Threshold	Criminal Threshold	Suitability Threshold	Transferable Risk Threshold
<u>Examples:</u> Sexual abuse, including grooming, both directly or online Physical abuse Emotional abuse Neglect Exploitation Any form of abuse and neglect that has caused a child significant harm (as defined in the Children Act 1989)	<u>Examples:</u> Adult has been arrested / reported for downloading indecent images of a child Any sexual act that meets a criminal threshold	<u>Examples:</u> Adult has been the subject of criminal procedures Caused harm or possible harm to a child or adult at risk Failed to understand or comply with the need for clear personal and professional boundaries in the workplace Conduct concerns or breach of policies that are more serious than Low-Level Concerns e.g. persistent, concerning behaviour	<u>Examples:</u> Concerns about the adult's 'reckless' behaviour and conduct in their personal and private life that could bring the school into disrepute Criminal misuse of substances, alcohol, drugs Criminal acts of dishonesty or violence against another person Sexual violence and harassment towards another adult or child Internet crime

What happens when an allegation is made against staff or a volunteer?

Headteacher/Chair of Governors may undertake initial inquiries to gather key information. They will assess whether the allegation meets the Local Authority Designated Officer (LADO) threshold, if it does, they will make a referral to LADO giving consideration to our school's staff code of conduct, managing allegations policy and [5.1.5 HSCP procedures](#). If necessary, they will complete a LADO referral within one working day.

If the allegation does not meet the harm threshold for LADO, our Headteacher/Chair of Governors will follow the school's Low Level Concerns policy.

Role of the Local Authority Designated Officer

The LADO does not have a public facing role. They do not, for example, liaise directly with children and their families, nor do they directly investigate allegations. Their role is as follows:

- **Case management** - oversee the process and ensure it is working, not to investigate.

- **Consultation** - provide advice and guidance to employers and voluntary organisations.
- **Monitoring** - the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.
- **Liaison** - with the Police, Children's Services, and other partner agencies (managers of the subject of allegation).

Role of school's Case Manager for Allegations

This will be a staff member in a senior role e.g. Headteacher/Principal or Chair of Governors/Trust, if the concerns are about our schools Headteacher/Principal, their remit is to:

- Clarify facts of the concerns/allegation (not investigate) before contacting the LADO.
- Take part in Strategy Meetings to liaise with other partner agencies.
- Undertake internal planned inquiries/fact finding.
- Take part to review the progress of the case in which there is a Police officer investigation.
- Operate a thorough disciplinary process when appropriate.
- Ensure a properly managed conclusion and outcome to process.

LADO Principles and Response

Timeliness - any allegation of abuse must be dealt with fairly, quickly, and consistently in accordance with the safeguarding and child protection procedures, this is best practice to provide immediate safety for child/ren and make safe arrangements for the person who is the subject of the allegation. It is crucial that employers **make a referral to LADO within one working day**.

Objectivity - it is not permissible for a member of staff to conduct (though their involvement may still be required) an enquiry about suspicion or allegation of abuse with respect to a:

- relative
- friend
- colleague, supervisor/supervisee or someone who has worked with her/him previously in any of these capacities.

If, following the conclusion of child protection processes, further enquiries are pursued for the purpose of disciplinary, regulatory or complaint investigation, they should be arranged in a way that avoids the repeated interviewing of children or other vulnerable witnesses.

Confidentiality - information about an allegation must be restricted to those who have a need to know in order to:

- protect children
- facilitate enquiries
- avoid victimisation
- safeguard the rights of the person about whom the allegation has been made and others who might be affected
- manage disciplinary/complaints aspects
- A media strategy should be developed with no improper or inadvertent releases of information to the media, in accordance with the Association of Chief Police Officers (ACPO) guidance (now known as [The National Police Chiefs' Council \(NPCC\)](#)).

Support - parents/carers of a child(ren) involved should be:

- Informed of the allegation as soon as possible, provided provision of information and advice at that stage does not impede the enquiry, disciplinary or investigative processes, and may need to be told immediately, e.g. a child requires medical treatment.
- Helped to understand the process involved and kept informed about the progress of the case.
- Told that there has been an enquiry or disciplinary process (but no detail is to be provided in relation to any internal hr processes).
- When necessary, helped to understand the outcomes reached (but see above proviso in relation to the provision of advice).
- The employer should keep the subject of the allegation informed of progress in the case and arrange to provide appropriate support (via occupational health or equivalent). If the person is suspended, (s)he should be kept informed of development in the workplace and if a member of a trade's union or professional association.

Monitoring - the LADO should monitor the progress of cases either fortnightly or monthly depending on its complexity either via review Strategy Discussions or by liaising with Police and/or Children's Services colleagues, or employer as appropriate. The Designated Officer should keep records to ensure that every case is dealt with without undue delay.

If the Strategy Discussion/initial evaluation have decided that a Police investigation is required, the Police Joint Child Protection Investigation Team (JCPIT) should also set a target date for reviewing the progress of its investigation and consulting the Crown Prosecution Service (CPS) to consider whether to charge the individual/continue to investigate/close the investigation. Whenever possible that review should take place within four weeks of the decision to initiate a criminal investigation.

If the investigation is to continue, dates for subsequent reviews, ideally at fortnightly (at most monthly) intervals, should be set at the meeting.

Target Timescales - it is in everyone's interest for cases to be dealt with as quickly as possible, consistent with a fair and thorough investigation. Timescales (which are not performance indicators) will depend on nature, seriousness, and complexity of allegation(s) though in general (based upon data about allegations against education staff):

- 80% of cases should be resolved within one month
- 90% within three months.

All but the most exceptional should be completed within twelve months (it is unlikely cases requiring a criminal prosecution or complex Police investigation can be completed in less than three months).

Reporting Concerns and Allegations

Concern/Allegation about	Report to
Member of staff (including volunteers, supply staff and contractors)	Headteacher, Principal or Proprietor (or other with leadership status) If the allegation is against supply staff or contractor, leadership, management will pass on report to the adult's employer at their agency/company.
Headteacher, Principal or Proprietor	Chair of Governors / Deputy Chair of Governors / Trustee board

	Your school website or Child Protection policy will have details of your Chair/Deputy Chair of Governors.
Chair/ Vice Chair of Trustee board Or Manager who is the sole proprietor	Local Authority Designated Officer LADO (for staff only) LADO.Referral@hertfordshire.gov.uk and/or Report to the police on 101 or if urgent 999
If you are worried that the concerns raised have not been taken seriously or escalated.	Chair of Governors Police 101 Children Services 0300 123 4043 NSPCC Whistleblowing Helpline 0800 028 0285 NSPCC Whistleblowing Email help@nspcc.org.uk
Concerns/Allegations relating to an incident that happened when an individual or organisation has used school premises for running activities for children e.g. community groups, sports and faith associations, or service providers that run extra-curricular activities)	Headteacher, Principal or Proprietor As with any safeguarding allegation, DSL will follow their schools safeguarding policies and procedures, including informing the LADO. Out-of-school settings: safeguarding guidance for providers - GOV.UK

Concern about the Quality of Care/Practice: If a stakeholder is concerned about a matter that is not of a child protection nature, but general queries about the perceived quality and standard of certain practice in our school and it is considered that something is not good enough or/suitable for its purpose.

Please speak to Headteacher/DSL or our Chair of Trustees.

Complaints: if a stakeholder is unsatisfied with any aspects of how we implement and comply with safeguarding policies and procedures, to keep children and young people safe in our school.

Please refer to our *Complaints Procedures* which will advise as part of the stages, to share any initial queries and concerns with our schools Headteacher/DSL or our Chair of Trustees. Your feedback is important to us, and we would like to ensure to have an opportunity to reassure our stakeholders that any expression of dissatisfaction however made, about actions taken or a lack of action' is a priority to understand so that we can find a solution and support a complainant.

Our Complaints Procedures can be found on our school website

Keeping children safe during community activities, after-school clubs and tuition

As a provider The King's School have a legal duty of care to try to ensure our environment is safe for children who visit in addition to those who already attend our setting.

We may receive an allegation or concern relating to an incident that happened when an individual or organisation were using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, The King's School will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

The Trustees will ensure any organisation that hires the school premises is compliant with guidance set out in [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#). They will therefore seek assurance that the provider concerned has the

appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these activities are children on the school roll or not.

Complaints

See the Complaints Policy available on the school website

Whistleblowing

At The King's School we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the school's safeguarding practice and arrangements so they can be addressed appropriately.

See the school's Whistleblowing Policy for details.

Whistleblowing may also be directly to Children's Social Care on 0300 123 4043 and/or the Police on 999 or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

12. Record Keeping

At The King's School we will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached (including rationale), and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/ access them.

Safeguarding records relating to an individual child will be retained for the student until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022). [eBook: Ultimate Guide to Electronic Records Management | Laserfiche](#)

Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded and the Home Office sent a letter to schools advising that files no longer needed to be kept indefinitely. However, the recommendations from the inquiry have stated:

Recommendation 17: Access to records: The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

The school will follow recommendation 17.

Receiving and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/ college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL/DDSL will contact the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- A clear retention policy
- Secure and appropriate system to archive with restricted access
- We have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

13. Safeguarding Training and Development

All visitors and contractors receive our safeguarding information on arrival, including who to contact with any concerns. Contractors or agency staff are required to have valid DBS certification and appropriate safeguarding training in line with KCSIE.

All new staff, Trustees and peripatetic staff are required to hold a valid safeguarding certificate, which may be provided through The National College.

Staff Induction includes

- Child Protection Policy
- Understanding of Prevent response to risk of radicalisation
- Behaviour Policy
- Staff Code of Conduct

- links to KCSIE Part One and Annex B

Safeguarding children training for all staff & Trustees

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with the quality and standards expected by Hertfordshire Safeguarding Children Partnership
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards (and TA regulations) and code of conduct to support the expectation that all teachers and those that work with children in regulated activity can confidently:
 - Manage our pupils' behaviour effectively to ensure a positive and safe environment
 - Have a clear understanding of the needs of all pupils, especially pupils with protected characteristics and those that are on any type of plan to support their needs.

All staff have training that raises awareness of children susceptible to extra-familial harm (risk of harm from outside the family) and Prevent duty to enable us to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Our school's current safeguarding training schedule is as follows:

All new staff, volunteers, Trustees and Peripatetics attend an initial safeguarding training induction with the DSL to ensure they understand our policies and procedures, with particular relevance to their roles. They also receive an annual safeguarding refresher at the start of the Autumn term, including updates to KCSIE and to the school's Child Protection policy and procedures. Staff log that they have read and understood these.

All staff additionally complete online safeguarding refresher training annually via The National College.

The DSL/DDSL provides interim updates at staff meetings and through emails etc during the year as relevant, particularly in the case of new legislation or guidance, or following reviews of recent national and/or local safeguarding-related issues.

DSL and DDSL

- The DSL and DDSL undertake child protection and safeguarding training at least every 2 years
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- They will also undertake Prevent awareness
- DSL and DDSL undertake multi-agency training, to develop further their knowledge and skills to work with a wide range of safeguarding themes that our children and families can be affected by locally: <https://hscb.event-booking.org.uk/>

Trustees

All Trustees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in **Managing Concerns and Allegations** for this purpose.

Headteachers, Principals and Proprietors

As Headteachers, Principals and Proprietors are ultimately responsible for safeguarding children from adults who work or volunteer with children and are either unsuitable or pose a risk to children, therefore it is highly recommended that **Managing Concerns and Allegations** training is undertaken in order to maintain an ongoing vigilance of safe practice and culture within the school.

14. Quality Assurance, Improvement and Practice

The King's School endeavours at all times to provide an education and learning where children feel safe and are kept safe by all staff. We liaise with eg. Child Protection Schools Liaison Officer (CPSLO) for advice, we regularly liaise with Trustees including the safeguarding link Trustee with responsibility for safeguarding, and we invite Trustees with relevant responsibilities to audit our procedures (eg. Single Central Record, filtering and monitoring, curriculum development).

This policy is reviewed annually by DSL and Senior Leadership Team and is approved by the Board of Trustees, signed in the Safeguarding Declaration and made available on the school website.

15. Leadership Safeguarding Statement

THE KING'S SCHOOL

Leadership Safeguarding Statement

The Trustees and Headteacher recognise the importance of work with children and young people in need of protection and our responsibility to protect everyone entrusted to our care.

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of pupils and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they may be suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise the personal dignity and rights of pupils and staff, and will ensure all our policies and procedures reflect this.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children.

We are committed to:

- Following the requirements for UK legislation in relation to safeguarding children and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any local authority guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the DSL and DDSL in their work and in any action they may need to take in order to protect children.
- Supporting parents and families.
- Nurturing, protecting and safeguarding children and young people.
- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the school who may be affected by abuse.

We recognise:

- Children's Social Care (or equivalent) may have lead responsibility for investigating allegations or suspicions of abuse where there are concerns about a child.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.

- Where working outside of the UK, concerns will be reported to the appropriate agencies in the country, and their procedures followed, and in addition we will report concerns as appropriate within the UK.
- Safeguarding is everyone's responsibility.

We will formally review this statement and our policy and procedures at least annually.

If you have any concerns for a child please contact one of the following who have been approved as safeguarding coordinators for The King's School:-

Mrs Colleen Edmonds	Designated Safeguarding Lead, The King's School
Mrs Sandra Case	Designated Safeguarding Lead, Highfield Preschool
Mr Ashraf Farahat	Chair of Trustees and Trustee with responsibility for Safeguarding
Mr Andy Reeves	Headteacher, Deputy Designated Safeguarding Lead

A copy of the full Policy and Procedures is available via the school website and from The King's School Office.

THE KING'S SCHOOL

Original Signed By:

ASHRAF FARAHAT, Chair of Trustees

ANDY REEVES, Headteacher

Date: 22 September 2025

Appendix 1: Safeguarding Issues and Specific Forms of Abuse

Children occupy all types of places and spaces when socialising, either directly with other or online. Some of these contextual environments away from their home can present additional risks of harm and exploitation that could impact on their welfare and wellbeing. Preventative safeguarding is about having arrangements in place so that whole school staff are made aware of these and know the signs that a child is susceptible or already being impacted on. The aim of our school safeguarding arrangements is to identify those children so that early help support for the child and, where applicable, their family can be offered early help support.

All staff play an important part in our whole school approach, including effective passing on of concerns.

Safeguarding Issues, Child-on-child abuse	Safeguarding descriptor, links for further learning
Bullying	Including cyberbullying, prejudice-based and discriminatory bullying. Cyber Aware - NCSC.GOV.UK Helping Children Deal with Bullying & Cyberbullying NSPCC cyberbullying_teachers.pdf (proceduresonline.com) 5.1.13 Bullying (proceduresonline.com) Cyberbullying Guidance Childnet
Abuse in intimate personal relationships between children	Sometimes known as 'teenage relationship abuse'. Teenage Relationship Abuse The Children's Society (childrenssociety.org.uk) 2008 Expect Respect LeafletEDITED-2.pdf (womensaid.org.uk) Controlling-Behaviour-in-Relationships-talking-to-young-people-about-healthy-relationships.pdf (womensaid.org.uk)
Physical abuse	Such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). No place for bullying.doc (live.com) How to talk to your children about bullying UNICEF 5.1.7 Children Who Abuse Others (proceduresonline.com) safe_extended_bully.pdf (proceduresonline.com)

Sexual violence	Such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse NSPCC Learning 5.3.10 Online Safety (proceduresonline.com) harmful-sexual-behaviour-pathway-2021.docx (live.com) brooks traffic light tool - Search (bing.com) harmful-sexual-behaviour-strategy-2021-23.docx (live.com) Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) Overview Harmful sexual behaviour among children and young people Guidance NICE
Consensual and non-consensual sharing of nude and semi-nude images and/or videos	Also known as sexting or youth produced sexual imagery. Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK (www.gov.uk)
Upskirting	This typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. Upskirting: know your rights - GOV.UK (www.gov.uk)
Initiation/ hazing type violence and rituals	This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element. Who, what, why: Why is hazing so common? - BBC News
	Please note: CSE, CCE, domestic violence, mental FGM, forced marriage, serious violence are set out below.

Specific Forms of Abuse in Annex B of KCSIE, 2024	Safeguarding descriptor and links for further learning
Child Abduction and community safety incidents	Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

	Other community safety incidents in the vicinity of a school can raise concerns also, for example, people loitering nearby or unknown adults engaging children in conversation. Home - Action Against Abduction 5.3.6 Safeguarding Children from Abroad (including Children who are Victims of Trafficking and Unaccompanied Asylum Seeking Children) (proceduresonline.com)
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	Both CSE and CCE are forms of abuse that occur where: - An individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or - Through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
Child Criminal Exploitation (CCE)	CCE can include children being forced or manipulated into: - transporting drugs or money through county lines - working in cannabis factories, shoplifting, or pickpocketing - committing vehicle crime - threatening/ committing serious violence to others - become trapped by exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt - coerced into carrying weapons such as knives/ carry a knife for self-protection - children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and not treated as victims despite the harm they have experienced - the experience of girls can be very different to that of boys and the indicators may not be the same, especially as they are at higher risk of CSE- girls are at risk of CCE too. Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) Child sexual and criminal exploitation - Hertfordshire Grid for Learning (thegrid.org.uk) Criminal exploitation and gangs NSPCC
Child Sexual Exploitation (CSE)	CSE is a form of child sexual abuse and may involve: - physical contact, assault by penetration (rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing - non-contact activities like involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet - can occur over time or be a one-off and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media

	includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship. CEOP Education (thinkuknow.co.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) 5.3.4 Hertfordshire's Strategy to Prevent Child Sexual Exploitation (proceduresonline.com)
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 - no specified distance of travel is required - Children are 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 - Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes - Children are also increasingly being targeted and recruited online using social media. See CCE resources above Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)
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 - Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children - The Ministry of Justice has launched an online child arrangements information tool with clear and concise information may be unusual for parents and carers. Get help with child arrangements - Get help with child arrangements (justice.gov.uk) Cafcass resources for professionals
Children who are absent from education	All staff should be aware that children being absent from school or college, 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 and 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. 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 aware of the school's unauthorised absence procedures and children missing education procedures. Children missing from education - Hertfordshire Grid for Learning (thegrid.org.uk)
Children missing from home	Use school's CP procedures to escalate to Children's Services/ Police ch_yp_who_go_missing.docx (live.com)
Operation Encompass	(not in Annex B) Operation Encompass for MISSING CYP is Hertfordshire's system for sharing information quickly with schools to safeguard children following the success of supporting children who have witnessed Domestic Abuse.
Children with family members in prison	Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. NICCO 5.6.5 Children Visiting Prisons (proceduresonline.com)
Cybercrime	Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either: • 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or • 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded • 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources, and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk) Cyber Choices - National Crime Agency When to Call the Police: Guidance for Schools and Colleges - National Police Chiefs' Council (February 2020) - Youth Justice Resource Hub (yjresourcehub.uk)
Domestic Abuse (DA)	• DA encompass a wide range of behaviours and may be a single incident or a pattern of incidents • Abuse can be psychological, physical, sexual, financial, or emotional • Children can be victims of DA abuse e.g. see, hear, or experience the

	effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) DA can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse: recognise the signs - GOV.UK (www.gov.uk) Helplines briefing: The impact of domestic abuse on children and young people from the voices of parents and carers (nspcc.org.uk) 5.1.9 Domestic Abuse (proceduresonline.com)
Homelessness	Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/ progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include: - household debt - rent arrears - domestic abuse and anti-social behaviour - the family being asked to leave a property. This is also a safeguarding issue and DSL should seek advice from Children's Social Care where a child has been harmed or is at risk of harm. Homelessness - Citizens Advice Stats and facts Centrepoin Professional Resources - Shelter England
Mental Health	Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance, and progress at school. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a MH problem. Education staff are well placed to observe children day-to-day and identify those whose behaviors that suggest they may be experiencing a MH problem or be at risk of developing one. Mental Health First Aid Kit Childline NHS helpline 111, Option 2 for mental health support Introducing the Sandbox: New online mental health digital advice and guidance service for 10-25s - Hertfordshire Grid for Learning (thegrid.org.uk)
Modern Slavery and the National Referral Mechanism	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: - sexual exploitation - forced labour, slavery and servitude - forced criminality - the removal of organs.

	Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Hertfordshire Modern Slavery Partnership - Hertfordshire Grid for Learning (thegrid.org.uk) 5.3.6 Safeguarding Children from Abroad (including Children who are Victims of Trafficking and Unaccompanied Asylum Seeking Children) (proceduresonline.com)
The Prevent duty/ Preventing Radicalisation and Channel	Children may be susceptible to extremist ideology and radicalisation. • 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 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups • Terrorism is an action that endangers or causes serious violence to a person/ people; causes serious damage to property; or seriously interferes or disrupts an electronic system. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Prevent duty guidance - GOV.UK (www.gov.uk) Prevent in Education - Hertfordshire Grid for Learning (thegrid.org.uk) 5.3.9 Prevent Guidance (proceduresonline.com) Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)
Sexual Violence and Sexual Harassment between children in schools and colleges	Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur: • online • through a group of children sexually assaulting • sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 Sexual harassment report (publishing.service.gov.uk)

	brooks traffic light tool - Search (bing.com)
Serious Violence	Indicators, which may signal children are at risk from, or are involved with, serious violent crime: • increased absence from school • change in friendships or relationships with older individuals or groups • significant decline in performance • signs of self-harm • significant change in wellbeing • signs of assault or unexplained injuries • unexplained gifts or new possessions. Anything which could also indicate they have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk) Hertfordshire Serious Violence Strategy & Delivery Plan
Female Genital Mutilation (FGM) <i>So-called 'honour' based abuse (includes both Female Genital Mutilation and Forced Marriage)</i>	FGM 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. Whilst all staff should speak to the DSL (or a deputy) any concerns about FGM, there is a specific legal duty on teachers they must report this to the Police. Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk) Child Abuse Linked to Faith or Belief – National FGM Centre Female genital mutilation, honour based violence and forced marriage - Hertfordshire Grid for Learning (thegrid.org.uk)
Forced Marriage	Forcing a person into a marriage is a crime in England. 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 • 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). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Marriage and civil partnership (minimum age) act 2022 outlines the criminal offence of forcing a child/young person into marriage/civil partnership through violence, coercive behaviour or where they lack capacity (under 18) Apply for a forced marriage protection order: Overview - GOV.UK (www.gov.uk) Multi-agency practice guidelines: Handling cases of Forced Marriage (proceduresonline.com) Forced marriage Childline

Appendix 2: Additional Guidance

Pastoral Care & Support

The school leadership is committed to offering pastoral care, working with external agencies as appropriate, and supporting anyone who has been affected by abuse or may have mental health challenges. The Mental Health Lead and other key staff attend and cascade relevant training and resources.

We promote a culture of open and effective communication between staff and pupils and have strong pastoral support structures and systems in place.

Class teachers and tutors are trained in recognizing factors which may indicate that a child may need support, and all pupils are reminded that there are adults to whom they can turn if they are worried, including their class teacher or tutor, the Head of Primary, Head of Secondary / Mental Health Lead, the DSL or DDSL and first aid staff.

Key staff including SEN staff are available for informal drop-in sessions and for ongoing liaison with pupils and their parents to offer support in school as well as giving appropriate signposting for specialist support and assisting in liaising with specialist providers such as Child and Adolescent Mental Health Services (CAMHS) and in escalating support where required.

Staff are reminded of the possible links between mental health and safeguarding, and of the need to contact the DSL/DDSL in cases of concern. The DSL/DDSL will ensure appropriate multi-agency liaison in ascertaining best routes for support.

Trustee Charles Hammond is available to support staff pastorally, and the Mental Health Lead promotes awareness of healthy emotional and mental wellbeing and strategies for good mental health in conjunction with PSHE, Tutor times and class discussions.

The PSHE Coordinator ensures that skills for mental and emotional wellbeing are taught at age appropriate levels, including strategies for good resilience.

The Mental Health Lead also sends communications to parents to promote awareness and strategies for good mental health and wellbeing, and to remind the school community that staff are available to discuss concerns.

Parents are reminded to notify the school of any particular circumstances which may be upsetting for a child, such as a bereavement, and key staff will be advised in order to offer extra support as may be required.

In the Primary School

The Head of Primary oversees the overall pastoral care. Aspects of PSHE such as respecting others, recognising emotions, good relationships and keeping healthy and safe are taught and frequently reinforced in Assemblies, class time and special events such as International Week.

In the Secondary School

Aspects of PSHE including healthy relationships and eSafety are taught and discussed at levels appropriate to the pupils' ages, through Assemblies, tutor time, PSHE lessons and curriculum subjects such as Religious Studies, as well as in extra-curricular programmes.

The SENCo coordinates and trains staff mentors for children with autism who may benefit from support.

Further guidance & resources:

[Mental health and behaviour in schools \(DfE, 2018\)](#)

Rise above <https://riseabove.org.uk/>

Young minds <https://youngminds.org.uk/youngminds-professionals/our-projects/minded/>

Further resources for support of children with special educational needs and/or disabilities:

- SEND support local offer for Hertfordshire:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Free legal advice for families with SEND children: <https://www.ipsea.org.uk/>
- Advice and support for schools and families with children and young people who have learning disabilities: <https://www.mencap.org.uk/advice-and-support/children-and-young-people>
- <https://learning.nspcc.org.uk/safeguarding-child-protection/children-who-have-send-asn-aln>

Safer recruitment

Leadership ensures that current government guidance is followed in all matters relating to safer recruitment, including application procedures, all relevant checks and induction.

At least 1 person conducting any interview for any post at the school will have undertaken **safer recruitment** training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Please see full details in the School's Policies :

Recruitment, Selection and Disclosures Policy and Procedure

Policy on the Recruitment of Trustees and Volunteers

- Safeguarding is discussed at interview. School will inform shortlisted candidates ahead of pre-recruitment checks being carried out and will consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened, and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment, and the possibility of this type of online search would be outlined to candidates so that they are aware.
- The Bursar is responsible for initial staff induction for successful applicants, including Health and Safety, Staff Code of Conduct as well as school policies and procedures referenced in the Staff Handbook such as the Behaviour, Discipline and Behaviour Management Policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- New volunteers and staff are required to read the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education Part 1 (Sept 2025) and Information Annex. Prior to starting work or within 2 weeks of starting, they meet with the DSL to discuss understanding of Level 1 safeguarding requirements with particular

reference to the role(s) which they will be undertaking. The DSL explains the school procedures for responding to concerns. A safeguarding training certificate is then issued.

- Staff receive initial mentoring supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly by Head of Primary / Secondary. In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlined in the Staff Handbook & Staff Code of Conduct).
- The applicant completes a probationary period.

For further guidance see Keeping Children Safe in Education (Sept 2025) Part 3

Guidelines relating to Staff Code of Conduct

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity, is considered, both legally and morally, to owe them a duty of care.

Position of Trust: A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

Abuse of Trust: Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Adults are given training and guidance for the use of any areas of the school where they may work directly with pupils in unsupervised settings.

The King's School staff and volunteers would not be expected to make home visits as part of their work. If a member of staff or a volunteer is invited to the home of a pupil's family, eg. if they are members of the same Church, or if a member of staff or volunteer invites pupil friends of their own children to their own home, then the guidelines in the Staff Code of Conduct should be followed.

The giving of gifts or rewards to children and young people can be part of an agreed policy for supporting positive behaviour or recognising particular achievements. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be seen as a gesture to bribe or groom a young person. Methods and criteria for selection should always be transparent and subject to scrutiny.

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them through social media, by text message or personal email. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Under section 1(1) of the 1978 Protection of Children Act, it is an offence for a person to take, or permit to be taken, or possess, show or distribute any indecent photograph or pseudo-photograph of a child.

Acceptable Use of Mobile Phones, Cameras and Recording Devices

Mobile Phones

- All staff must ensure that their mobile phones are not used openly in front of pupils for personal calls and messaging during working hours, except in case of emergency.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should keep their phone on their desk and on silent mode. Another member of staff must be notified if there is cause to leave the class during the lesson to answer or make an emergency call. In this situation, any phone calls taken or made should be done so in a designated staff area where possible i.e. staff room or office.
- There are many occasions on which staff are required to carry a mobile phone – away matches, games on outlying pitches and off-site trips. On these occasions, a School nominated mobile phone should be used.
- Staff should not give out personal mobile numbers to pupils or parents/carers.
- Under normal circumstances pupils are not allowed phones on site. Parents may request permission for a pupil to bring a phone into school if deemed necessary (eg. if the pupil is travelling independently on public transport). Pupils must not use their phone onsite during the school day.

Acceptable Use of Mobile Phones specific to EYFS

Mobile phones are not to be used by any member of staff, volunteer, parent, Trustee or visitor within the EYFS setting. Signs are displayed around relevant areas of the building to this effect.

If anyone needs to use their mobile phone they should do so in a separate area such as a separate office or the staff room.

Cameras

Children (pupils and non-pupils) should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us. Parents indicate their consent to the above-as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child.

- Only a School camera/device should be used to take any photo in school or on outings. If a school camera/device is not available then a personal one may be utilised subject to advance approval from the DSL/DDSL or Headteacher who may also check images taken and ensure deletion after the images have been used for the purpose they were intended.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- Staff are responsible for the location of any classroom assigned camera or any equipment capable to taking pictures or videos.
- Images taken and stored on the camera must be downloaded as soon as practicable. They must then be deleted from the camera.

- Images may only be uploaded to the school website by authorised staff and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook, except where express permission has been granted.
- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the DSL/DDSL or Headteacher. In this event, staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL, DDSL or Headteacher.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary procedure.

For more details see IT Acceptable Use Policy, Staff Code of Conduct, eSafety Policy, Social Media Policy & Guidance for Staff.

Roles and responsibilities of DSL

- Ensure that he/she receives refresher training regularly (every 2 years for multi-agency working, plus updates on procedures), as well as remaining up to date with emerging issues and guidance particularly in relation to understanding the impact of adversity on children's wellbeing and mental health, on online issues, and in liaising with other agencies to assess, refer and support pupils in line with current advice on thresholds and appropriate information sharing.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at least annually, with additional updates as necessary (eg. at staff meetings, by email and via The National College online training)
- Encourage a culture of listening to children, taking account of their concerns, views and feelings, and promoting pastoral skills for good communication and pastoral as well as academic support.
- Ensure that newly appointed staff (including any temporary staff or supply teachers), volunteers and Trustees receive child protection induction and training.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Support staff in any multi-agency liaison.
- Ensure that the Headteacher is kept informed of significant concerns, and maintain effective liaison with the Mental Health Lead, SENCo, pastoral staff, IT team and other staff as relevant, remaining alert to specific challenges of children who may need support in order to provide or signpost sources of support.
- Develop effective working relationships with other agencies and services and act as a point of contact for assessments and support.
- Decide whether to take further action about specific concerns e.g. referral to Children's Social Care, Channel, DBS, police or LADO.
- Ensure that detailed and accurate safeguarding records are recorded and kept securely and confidentially. Records include details of the concern, actions taken, reasons for decisions and the outcome.
- Child protection files are transferred securely between schools, separate to the main pupil file. The DSL or DDSL arranges prompt transfer to the next school or college when the pupil leaves or is about to transfer (normally within 5 days for an in-year transfer or within 5 days of the start of a new term). Particularly where a pupil has had a social worker or has been a victim of abuse, in order to ensure that support is in place on their arrival we would aim to

liaise with the next school or college and forward details ahead of the pupil transfer. We seek confirmation of receipt of safeguarding documents.

- In consultation with SENCO and pastoral staff as appropriate, we may send information to the next school or college to enable pastoral support to be in place and may contact the relevant support teams at the next school or college ahead of the pupil transfer.
- When we receive information about a pupil, we share the essential aspects with SEN and pastoral staff to ensure best support.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Social Care of the absence of a child who is the subject of a Child Protection Plan, and supporting children who have or have had a social worker to maximise their potential.
- Provide guidance to parents, pupils and staff about obtaining suitable support and promote engagement with sources of support.
- Ensure that in liaison with Trustees the child protection policy is reviewed at least annually and made available publicly so that parents are aware of the school's role.
- The eSafety Coordinator to train staff in online safety and to promote knowledge on keeping children safe online at home and in school.
- Liaise with SENCO to ensure pupils are supported in their knowledge and ability to stay safe in a range of contexts, including online.
- To liaise with the Headteacher to inform and liaise on safeguarding issues which arise, especially in the case of any ongoing enquiries under section 47 of the Children Act 1989 and any police investigations. Staff would liaise with police, ensuring the requirement is met for children to have an Appropriate Adult present eg. during a police search. Further information can be found in the Statutory guidance relating to police actions including questioning, searching and detaining PACE Code C (2019).
<https://www.gov.uk/government/publications/pace-code-c-2019>
- To liaise with IT Manager, IT Trustee and SLT to understand, ensure and review (at least annually) effective provision of filtering and monitoring, plus ensure training and updates on roles and responsibilities for staff as well as online safety teaching for pupils.

Attendance and absences

In line with the school Attendance Policy we respond promptly to any unexplained absence and to any emerging concerns relating to absence, and would liaise with external agencies as appropriate, particularly if we are aware of existing safeguarding concerns and/or if the child has a social worker or support plan in place. Relevant members of SLT would take steps to provide and signpost support for parents and pupils re. improving attendance. Where necessary school would contact police if the child's whereabouts was unknown.

Staff ensure that any unexpected absences are followed up without delay. A pupil will be entered on the register on the first day of their expected attendance, and if they do not attend, this will be followed up without delay. The school office will telephone the parent(s) within one hour if the school has not received prior notification of absence. The office will continue to attempt to make contact. If there is no response from the parent(s) then the school office will phone the alternative contact numbers. If there is still no response, the school office will inform the DSL or DDSL, who will contact the Multi Agency Safeguarding Hub (MASH) to ensure appropriate action is taken to ensure the safety of the child.

For a pupil with a Child Protection Plan the DSL or DDSL would inform Children's Social Care without delay in the case of any unexpected or unexplained absence.

Where reasonably possible, the school should hold more than one emergency contact number for each pupil to enable contact to be made with a responsible adult without delay in the case of any concerns.

The school informs the Local Authority in line with statutory guidance on admissions and transitions.

Visiting speakers

Staff liaise with the Headteacher to explain the purpose of the proposed visit and give an outline of what is to be said, and must obtain permission from the Headteacher before inviting a visitor. Visiting speakers may be known to staff, otherwise further research into their organisation would be carried out in advance of seeking approval for the visit. Visiting speakers are made aware of our ethos and commitment to British Values, rule of law and tolerance towards those with different beliefs. Visitors are required to sign in at Reception, wear a visitor badge, and must be accompanied by a member of staff while on school premises. The organiser of the visit would ensure that the visitor is briefed on relevant arrangements, including creating a supportive learning environment and adhering to suitable age-appropriate content.

For details see Visiting Speaker Policy

Further Guidance on Anti-Bullying

All staff, volunteers, pupils and parents are made aware of our Anti-Bullying Policy and know that bullying (including cyber-bullying) will not be tolerated. All teachers have an understanding of what bullying is, are aware of possible signs and follow the Anti-Bullying policy to support perpetrators and victims.

Pupils and parents/carers are encouraged to speak to a member of staff without delay if they suspect that bullying is taking place, and are assured that they will be supported when bullying is reported.

We promote an attitude of zero tolerance to bullying. Pupils are reminded in PSHE, class and tutor times of issues related to bullying, including cyberbullying, and how to access support.

Some common forms of bullying may include:

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, including by electronic means such as texting, emails, social networks etc.
- **Emotional** - being unfriendly, excluding, tormenting, graffiti, gestures, and racial taunts.
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Sexual** - sexually abusive comments or gestures.
- **Racial** - any of the above because of, or focusing on, the issue of racial differences.
- **Homophobic, biphobic or transphobic** - any of the above because of, or focusing on, the issue of gender or sexual orientation.
- **Unofficial activities** - such as initiation ceremonies and practical jokes which may cause children physical or emotional harm even though this may not be intended.
- **Electronic forms** - such as via mobile phones and computers may include elements of the above.

Parents and pupils are made aware of eSafety risks and how best to avoid potential harm.

There is an expectation that anyone who knows that bullying is happening will report it in order that any issues can be dealt with promptly and effectively.

Whilst a pupil being bullied would need support, the perpetrator(s) would also need to address the reasons for their behaviour and be encouraged to relate to others in more positive ways.

For details see Anti-Bullying Policy.

Adult to Child Ratios

In order to supervise children's activities safely it is necessary to have sufficient adult leaders and helpers. Consult DfE publications for appropriate age groups for guidance where necessary. Ratios may need to be increased for working with children with special needs, or for outdoor activities.

Physical Contact

Any physical contact should only take place in a safe and open environment, ie. one easily observed by others. Adults should only touch pupils in ways which are appropriate to their professional role and responsibilities. Any contact should be relevant to the pupil's age or understanding, and subject to their permission. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a pupil in an age-appropriate way whilst maintaining clear professional boundaries.

Adults who work in certain settings, for example sports, music or outdoor activities, may use appropriate physical contact where necessary to demonstrate technique in the use of equipment, to adjust posture, or to support a pupil so they can perform an activity safely or prevent injury.

When giving first aid (or applying sun cream etc), encourage the pupil to do what they can themselves but, in their best interests giving appropriate help where necessary.

Team members should monitor one another in the area of physical contact. They should be free to help each other by constructively challenging anything which could be misunderstood or misconstrued.

If a pupil initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the pupil and help them understand the importance of personal boundaries.

Any concerns must be reported to the DSL or DDSL without delay.

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed.

For details see Staff Code of Conduct & Restrictive Physical Intervention Policy

Reasonable force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of 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 young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Staff would follow guidance listed below and would liaise with the SEN staff in considering the additional vulnerabilities of SEND pupils or those with medical conditions. Usual practice is

through positive and proactive behaviour support, (e.g. an individual behaviour plan, agreed with parents or carers) which reduces the occurrence of challenging behaviour and the need to use reasonable force.

[Use of reasonable force in schools \(DfE, 2013\)](#)

[Reducing the need for restraint and restrictive intervention \(gov.uk, 2019\)](#)

Risk Assessments

In line with our duty of care we undertake to assess and take appropriate steps to reduce risks. Risk Assessments are regularly reviewed and updated.

For details see Health & Safety policy.

First Aid and administration of medicine

The school has a number of First Aiders and several teachers who are Paediatric & Emergency First Aid trained.

All administration of medicines and all medical incidents are recorded on Veracross, which sends a notification to the parents via email. Parents are contacted by phone if urgent.

For details see First Aid and Medical Policy

Educational Visits

From time to time the school arranges day trips or visits offsite for pupils, for which parents or carers complete and sign a consent form for the activity. Parents or carers who volunteer to assist on these trips do so under the supervision of the visit organiser and are required to complete a Self-Declaration Form prior to the activity. The school also carries out a risk assessment of the activity to ensure all eventualities are covered and all adults in the team are briefed by the visit organiser on what to do in the event of an accident or emergency.

If using an established residential centre, checks are made that it operates a safeguarding policy and carries out Disclosure checks on workers and relevant risk assessments.

For school Exchanges, hosting adults who will be responsible for the care of Exchange pupils visiting The King's School complete a self-declaration form and receive detailed guidelines on hosting. We have a robust pastoral system and risk assessment plan, whereby emergency contact numbers are given to visiting pupils for them to raise any concerns without delay, and alternative hosting provision is in place.

For details see Educational Visits Policy contained in the Health & Safety Policy

Swimming Trips

There should be an increased adult to child ratio for all swimming trips, and pupils' swimming ability should be established prior to the trip. A swimming consent form for each child is taken by the group leader on the trip. A copy is also retained by the contact person at the school.

See Educational Visits Policy for further details on organising swimming trips, including the swimming pool checklist and relevant Risk Assessments and Guidelines

Private fostering

This occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The school would liaise with the relevant local authority in line with their procedures to ensure that the arrangements are safe and suitable for the child. For example https://www.proceduresonline.com/luton/childcare/p_private_fost.html

Elective Home Education

Many home educated children have a very positive experience, but for some children home education may mean that they are less visible to services which are able to provide support. Schools must inform the local authority if a child is taken off the admissions roll. Where a parent or carer has expressed their intention to remove a child from school with a view to educating at home, school would aim to discuss the intention with the parent/carers before a final decision had been made, to fully discuss their reasons and to ensure that the child would be well supported at home in their wellbeing and learning. Relevant school staff would be ready to liaise with other professionals, particularly where a child has SEND, is particularly vulnerable and/or has a social worker.

See [Elective home education \(DfE, 2019\)](#)

Preventing radicalisation

We understand the need to prevent people from being radicalised, with the possible ensuing risk of being drawn into extremism and terrorism.

- 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 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/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 apolitical, religious or ideological cause.

There is no single way of identifying who is likely to be susceptible to an extremist ideology. Factors that may have a bearing on someone becoming particularly vulnerable may include: family and friends, peer pressure, influence from other people or via social media or the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Schools are required under the Counter-Terrorism and Security Act (2015) in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent duty**.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Where risks of vulnerability to being drawn into terrorism are suspected or confirmed, we would make a referral to the Prevent team at prevent@herts.pnn.police.uk using the Channel Referral Form available via Hertfordshire Safeguarding Children Partnership Procedures.

Channel then assesses vulnerability around three criteria: **Engagement** with a group, cause or ideology; **Intent** to cause harm; and **Capability** to cause harm.

The criteria are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged. These factors taken together form a holistic view of the vulnerability of an individual that will inform decisions on whether an individual needs support and what kind of support package may be appropriate.

DSL and other members of the Senior Leadership Team have attended Prevent awareness training and have cascaded training to staff and volunteers to enable them to identify possible signs of radicalisation and to report concerns. All new staff and volunteers complete Channel General Awareness training as part of their induction via the link below, and all existing staff and volunteers refresh their Prevent training on a regular basis via The National College.

The school uses robust filtering and monitoring systems to reduce the risk of children being exposed to terrorist and extremist material when accessing the internet in school.

The DSL would consider sharing relevant information with the next school or college, e.g., relating to a pupil receiving support through the Channel programme.

Pupils, parents and carers are also reminded of eSafety concerns when accessing the internet elsewhere, including during periods of home learning.

In line with the principles of the Prevent guidance, we shall continue to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of life. In PSHE and tutor times, as well as in Assemblies and special events, we promote British values such as democracy, rule of law, community cohesion

and respect for those with different beliefs. Pupils are encouraged to develop critical thinking skills and to check the reliability of information such as social media.

See also School Preventing Extremism and Radicalisation Policy.

For further guidance:

<https://educateagainsthate.com/>

National helpline for Prevent guidance: 0800 011 3764

[Managing risk of radicalisation \(DfE, Oct 2022\)](#)

[Making a referral to Prevent \(DfE Oct 2022\)](#)

National helpline for Prevent guidance 0800 011 3764

Herts Prevent referral form is available via Herts Safeguarding Children Partnership:

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html

Looked-after children & Virtual School Heads

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. (Looked after children are also often referred to as children in care, a term which many children and young people prefer.)

For further guidance:

<https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children/>

[The designated teacher for looked-after and previously looked-after children \(DfE, 2018\)](#)

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. A designated teacher would be appointed and trained to promote the welfare of any looked after children.

If a looked after or previously looked after child were to join the school, initially the DSL would contact the Multi Agency Safeguarding Hub (MASH) as relevant, who would ensure referral and support via Children's Services and/or police. A Designated Teacher would be appointed to assist the DSL in ensuring the best provision and welfare of the child. They may further liaise with the Children Looked After Team via the Hertfordshire Children's Safeguarding Partnership for ongoing support. (Children Looked After Teams provide social work services to children aged 18 and under who are looked after by Hertfordshire Children's Services. Teams are made up of Social Workers, Children's Practitioners and Support Officers who work together to provide the best service possible to the children.)

All looked after children have a Personal Education Plan (PEP) care plan. A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan. The PEP should detail what needs to happen in order for the looked after child to fulfil their potential. The Local Authority are under a duty to ensure that the PEP fully reflects the educational needs of the child, remains relevant to the child's age, ability and aptitude, and is implemented effectively.

The designated teacher would liaise with the Children's Services Virtual School Head to ensure reviews of the PEP and appropriate provision for the pupil.

<https://www.hertfordshire.gov.uk/microsites/Virtual-School/Hertfordshire-Virtual-School.aspx>

In line with development of the role of Virtual School Heads (VSH), the DSL and appropriate school staff (such as SENCo and Mental Health Lead) will liaise with relevant authorities to continue to promote the welfare and educational outcomes of pupils who currently have or who have previously had a social worker (CWSW) as well as looked after or previously looked after children. We would appoint a Designated Teacher for specific liaison as relevant.

[Promoting the education of looked-after and previously looked-after children \(DfE, 2018\)](#)

[Promoting the education of children with a social worker Virtual School Head role extension \(DfE June 2022\)](#)

Online safety

All staff are aware that technology may be significant in many safeguarding and wellbeing issues, and that abuse may take place concurrently online, face to face and in daily life, including online peer abuse such as harassing or misogynistic messages and sharing of indecent images. Staff and pupils are reminded and encouraged to raise any emerging concerns with Joy Townsend, eSafety Coordinator.

The eSafety Coordinator remains familiar with sources of advice and support, ensuring staff are updated in online safety training, and promoting advice to parents and carers, e.g. in the Induction Evening for new parents. Staff, pupils and parents are advised on how to report concerns and how to liaise with external agencies where necessary.

We recognize that proactive teaching of online safety is important in age-appropriate lessons, tutor times and PSHE discussions. Colleen Edmonds is invited to lead lessons on online safety at age appropriate levels as part of our PSHE programme. Staff and pupils are reminded to speak with Joy Townsend about any questions or emerging concerns relating to eSafety.

The eSafety Coordinator is involved in development of policies and procedures relating to both onsite and home learning, and ensures that all members of the school community are updated as new technologies emerge.

Parents and carers are updated with guidance on helping to keep children safe online, including signposting to helpful websites which are regularly updated. Parents and carers are reminded via Parents' Evenings and emails of the need to be vigilant about their children's online use, and of how to set appropriate controls and to report any concerns.

Parents and carers are also informed of the school's filtering and monitoring system, Smoothwall, as well as the online systems and sites which pupils are likely to access for school purposes. Expectations are made clear to staff, pupils, parents and carers about appropriate online conduct, and about lines of communication between staff and pupils.

The Department for Education (DfE), in collaboration with partners in the UK Council for Internet Safety Education subgroup and the Samaritans, has developed advice for schools to support their approach to harmful online challenges and online hoaxes. (A hoax is a deliberate lie designed to seem truthful, and online challenges generally involve users recording themselves taking a challenge, and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.) The link below 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 \(DfE, 2021\)](#)

UK Safer Internet Centre have a helpline for teachers etc supporting young people with an online safety question.

<https://saferinternet.org.uk/professionals-online-safety-helpline>

In order to promote safe online access via school IT systems the Trustees and school leadership review systems and procedures, including the Smoothwall filter and monitoring. DSL & SLT receive notifications of any attempted access to sites deemed inappropriate and follow up in line with safeguarding principles.

LGFL 'Undressed' provides advice about how to teach young children about being tricked into getting undressed online. <https://undressed.lgfl.net/>

For further details see:

[Teaching online safety in schools \(DfE, updated Jan 2023\)](#)

KCSIE (Sept 2024) Annex B for comprehensive list of resource

Sexual offences act 2003 (22A)

It is an offence for a person aged 19 or over to involve a child under that age (18) in sexual activity where he or she is in a specified position of trust in relation to that child. The position of trust includes anyone who coaches, teaches, trains, supervises or instructs a child under 18 on a regular basis in a sport or a religious setting.

Allegations

Where a parent or carer wishes to make a complaint or make a suggestion about any activity or group the school is providing, it will be taken seriously, and appropriate action and referral to external agencies will be undertaken without delay.

In accordance with Part 4 of KCSIE, it is vital to manage cases of allegations that could indicate a person might pose a risk of harm working in any capacity in a school. This guidance will be followed where it is alleged that anyone working in the school, including supply teachers and volunteers may have

- Behaved in a way that has, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child and/or
- Behaved towards a child or children in a way which indicates that he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It is necessary to consider whether there may be **transferrable risk**, if they are involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, following the adult being involved in domestic violence, consideration should be given as to whether a child in the school could trigger the same reaction, therefore being put at risk.

The person receiving the allegation must immediately inform the Headteacher, who will within one working day make a referral to LADO (Local Area Designated Officer) and will follow their procedures and those outlined by the Hertfordshire Safeguarding Children Partnership.

The person who is the subject of the allegation is not to be informed without consultation with LADO.

An internal investigation is not to be conducted until the conclusion of any police investigation.

A written record of the allegation would be made using the informant's words – including time, date and place where the alleged incident took place, what was said and anyone else present.

The DSL or DDSL would normally be consulted in matters relating to the safety and wellbeing of a child, but if the allegation concerns one or both of them, the allegation would be referred to the Headteacher and LADO without consulting the DSL or DDSL concerned.

If the allegation concerns the Headteacher then the matter would be referred to the Chair of Trustees or the Trustee with responsibility for Safeguarding who would then refer to LADO (without informing the Headteacher of the allegation) within one working day of receipt of the allegation.

If the person is dismissed (or leaves their post but would otherwise have been dismissed) then the DBS (Disclosure and Barring Service) will be informed without delay.

In a case of serious professional misconduct, this would be reported to the TRA (Teaching Regulation Agency) without delay.

The following principles apply in the case of allegations:

- Workers should be given appropriate support following an allegation against them, and suitable confidentiality maintained as far as possible.
- It is not up to the recipient of the allegation to determine whether the allegation is true or not.
- All allegations should be treated in the same way – historical or current.
- Following an allegation there should be appropriate record keeping in line with KCSIE Part 4.
- An investigation against a worker may have three related, but independent strands:
 - Child protection enquiries, relating to the safety and welfare of any children who are or who may have been involved;
 - A police investigation into a possible offence against a child;
 - Disciplinary procedures, where it appears that the allegations may amount to misconduct or gross misconduct on the part of the worker, including possible suspension.

Temporary measures may be put into place following an allegation, in line with LADO guidance on assessing any ongoing risk.

Appropriate confidentiality must be maintained throughout the investigation, including making every effort to guard against unwanted publicity. In circumstances where schools need to make

parents aware about an allegation they should make parents and others aware that there are restrictions on publishing information, including online. The LADO would advise on how to manage any speculation and publicity.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence;
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left;
- the legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended;
- the DBS will consider whether to bar the person. Referrals should be made as soon as possible, ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work which is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance. Further guidance is available:

<https://www.gov.uk/government/collections/dbs-referrals-guidance--2>

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

<https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>

The DSL would be responsible for ensuring that the child is not at risk and would liaise with external agencies as relevant, including to provide any ongoing support for their welfare. The LADO would also advise on liaising with the child's parents in relation to their child (not sharing any information about the staff member) and in maintaining confidentiality.

The school would liaise with the LADO for ongoing guidance, including if a Trustee were the subject of an allegation.

The outcome of a serious allegation should be determined as substantiated / malicious / false / unsubstantiated / unfounded. Any ongoing proceedings, disciplinary action, settlements, requirements for references and lessons learned would be discussed with the LADO as relevant.

For any non-recent allegations the person raising a concern would be advised to contact the police as relevant. Non-recent allegations of abuse should also be referred to the LADO as required.

For further details see related policies and resources:

- [Managing Allegations Against Adults Who Work With Children and Young People](#), Hertfordshire Safeguarding Children Partnership
- **Keeping Children Safe in Education Part 4**
- *Whistleblowing Policy*
- *Complaints Policy*

Reporting a 'Serious Incident' to the Charity Commission

Trustees should make a serious incident report to the Commission if:

- beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of the charity, or by someone connected with the charity, for example a trustee, staff member or volunteer;
- there has been an incident where someone has been abused or mistreated (alleged or actual) and this is connected with the activities of the charity;
- there has been a breach of procedures or policies at the charity which has put beneficiaries at risk, including a failure to carry out checks which would have identified that a person is disqualified under safeguarding legislation from working with children.

Trustees must also manage and minimise the risk of further incidents happening as far as this is reasonably possible, by making any necessary changes to policies, procedures and work practices.

[Strategy for dealing with safeguarding issues in charities \(Charity Commission, 2017\)](#)

[How to report a serious incident in your charity \(Charity Commission, 2019\)](#)

Email: rsi@charitycommission.gsi.gov.uk

Reporting a 'Serious Incident' in Early Years to Ofsted

Under the statutory framework for the Early Years Foundation Stage (EYFS), registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Any significant incident in Early Years would be notified to Ofsted in accordance with latest guidelines. An online form has been developed for this purpose.

Reasons for notification include:

- Any allegations of serious harm or abuse by any person living, working or looking after children on the premises
- Death of a child
- Serious accident, injury or illness of child (including food poisoning)
- Event likely to affect the suitability of an individual or affect the smooth running of the setting.

For guidance see:

[Statutory Framework for EYFS \(DfE, Sept 2023\)](#)

[Report a serious childcare incident \(gov.uk, updated 2022\)](#)

Alternative provision providers

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. The school would check the pupil's attendance and have regular meetings with the child and family, including site visits.

Use of school premises for non-school activities

When services or activities at the school are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the school, the school will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the school will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The school will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises are in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

The School's DSL (Colleen Edmonds) and DDSL (Andy Reeves) can be contacted via safeguarding@thekingsschool.com

See Safeguarding Contacts on p10 of this Policy for further details, including who to contact if an urgent response may be required.

The arrangements in place when non-school activities are taking place on school premises include the school requesting the organisation's:

- Named DSL
- Child Protection/Safeguarding Policy
- Public liability insurance certificate
- Risk Assessment of the activity

The Trustees also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. School follows guidance: [Keeping children safe in out-of-school settings \(gov.uk, 2024\)](#)

Such non-school activities are not considered as regulated activity within the school – DBS checks will not be required by the school; however, where the organisation using the site is acting in regulated activity, their safeguarding policy must confirm their requirement for enhanced DBS procurement for their staff.

An allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children would be followed up as with any safeguarding allegation, following school safeguarding policies and procedures, including informing the LADO if relevant.

Work experience

Schools organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm. The school must consider the level of supervision – see KCSIE for further guidance.

Gender Questioning Pupils

The School will have due regard to DfE Guidance on Gender Questioning Children. *(Concepts below are based on the draft guidance December 2023, to be finalised following public consultation.)*

Legal requirements relating to statutory guidance such as relating to Safeguarding & Child Protection, Human Rights and Equality will be followed for all aspects.

Respect and appropriate response

- The School maintains respect for everyone, and does not tolerate any form of bullying or peer on peer abuse.
- Staff would listen to pupils who wish to disclose that they or someone else may be questioning their gender.
- It is important that staff do not individually decide to instigate or promise any changes that a pupil suggests or asks for. These would need to be discussed with parents (unless this is likely to cause risk of significant harm), during a period of watchful waiting.

Please refer to the School's Policy on Gender Questioning Children for further details regarding the steps which the school will take to support our pupils in this regard.

Tobacco and alcohol

There is a smoking ban in all enclosed public spaces throughout the UK and a no-smoking/vaping policy is enforced on the premises of The King's School. This includes vaping and e-cigarettes.

It is illegal for anyone under the age of 18 in England and Wales to be sold cigarettes (or other products like roll-up tobacco and cigars) over the counter or at a vending machine.

There are also strict regulations on the sale and consumption of alcohol where children and young people are concerned, and The King's School enforces a no-alcohol policy.

Solvents and illegal substances

Staff are alert to the possibility of pupils' possession and use of illegal substances.

It is a criminal offence to allow anyone attending the school to supply illegal drugs or use them on the premises. The King's School therefore adopts a zero tolerance policy on all illegal

substances. The school will act in line with the discipline policy and will involve the police as applicable.

Child on child abuse, including online abuse, bullying, sexual violence, sexual harassment, sexting / sharing indecent images, upskirting, initiation rites

The Trustees, Senior Leadership Team, and all staff at The King's School are committed to the prevention, early identification, and appropriate management of child on child abuse (as outlined below) both within and beyond the school. The school has a zero tolerance of abuse and will act accordingly.

We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is not being reported. We recognise that child on child abuse may take place online as well as in the school, and it is made clear to pupils that the school will act to support the wellbeing of pupils if we become aware of such concerns.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying which may be homophobic, biphobic or transphobic)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment (see below) such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual violence and sexual harassment can occur between two children of any age and sex, including online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

All staff are reminded of the essential importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment

This is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside school. (Sexual harassment is referenced here in the context of child on child sexual harassment.) Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (which may be sexual violence – it is important to consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment - this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes, images and/or videos
 - sharing of unwanted explicit content
 - upskirting (a criminal offence – see below)
 - sexualised online bullying
 - unwanted sexual comments and messages, including on social media
 - sexual exploitation
 - coercion and threats

All concerns are to be referred to the DSL or DDSL, who will consider whether there are additional factors involving any power imbalance, coercion or exploitation and will refer to Children’s Services and police as necessary.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive.

‘Upskirting’ is a criminal offence - where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex, can be a victim.

Food and drink safety and hygiene

If food and drink are provided during an activity, the following should be considered:

- Workers should follow good personal hygiene.
- Basic health and hygiene regulations should be adhered to.

- All food and drink is stored appropriately.
- Hot drinks should not be carried through an activity area and not placed within the reach of young children.
- Snacks and mealtimes are appropriately supervised.
- Fresh drinking water is available at all times.
- Systems are in place to ensure that pupils do not have access to food/drinks to which they are allergic. Typically, this can be peanuts, nuts, milk, eggs, fish, shellfish and gluten - found in wheat, barley and oats.
- Natasha's Law came into effect on 1st October 2021. It requires all food being prepared and served to display full ingredient and allergen labelling on every food item made on the premises and pre-packed for direct sale, including sandwiches, cakes and salads.

For further guidance consult The Food Standards Agency helpline: 020 7276 8829, helpline@foodstandards.gsi.gov.uk, Website: <http://www.food.gov.uk>

For details see Catering & Food Hygiene Policy

Peer-group activities (children and young people)

All peer-group activities are overseen by named adults who have been selected in accordance with agreed recruitment procedures and have the backing of the leadership of the organisation. Before setting up a peer-led activity the following should be taken into consideration:

- The appropriateness of the venue for the activity.
- Any medical issues, dietary needs and allergies.
- Emergency contact numbers are to hand for all members under the age of 18 years.
- If the provision of food is part of the activity, leaders must ensure that food is prepared in accordance with Basic Food Hygiene standards.

If a peer-led activity involves under-8s and lasts for two or more hours a week for more than five days a year, it will need to be registered with OFSTED. If in doubt, contact them for advice.

Additional guidance to be followed:

- If there are children/young people under 16yrs at an activity, adult workers should be present or within earshot.
- No person under the age of 16 should be left with the sole responsibility of caring for or supervising other children.
- Young people (over 16) who assist with caring for other children/young people should be subjected to the same recruitment process as adults and have undertaken safeguarding training.
- Peer-group leaders should be aware of safeguarding procedures, including reporting concerns (e.g. abuse, bullying) to their supervising adult and that sensitive information should not be shared openly in the group.
- Parents/carers must always be kept informed about what peer-group activities are for, who the leaders are, how they are run, where they meet and what parents can do to support them.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone, unless in exceptional circumstances, and the Head of Primary & Secondary schools should be informed.

For details please see practice guidelines in the Appendices of the Staff Handbook, plus the school policy on Educational Visits, Use of Minibuses.