

# Kingsmead School & Sixth Form

## Child Protection and Safeguarding Policy



*This plan is reviewed annually in the autumn term.*

Next Review Due: December 2026

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## I. Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Gemma Clare	Tel. 020835 15000 Mb. 07514500041 <a href="mailto:safe@kingsmead.org">safe@kingsmead.org</a>
Deputy DSL	Bianca Kelly	Tel. 020835 15000 Mb. 07514500041 <a href="mailto:safe@kingsmead.org">safe@kingsmead.org</a>
Wellbeing and Safeguarding Officer	Bree Robinson	Tel. 020835 15000 Mb. 07514500041 <a href="mailto:safe@kingsmead.org">safe@kingsmead.org</a>
Designated Teacher for Looked After Children (LAC)	Cathy May	020835 15000 <a href="mailto:cmay@kingsmead.org">cmay@kingsmead.org</a>
Local authority designated officer (LADO)	Andreas Kyriacou	Tel. 0208 379 2850 Tel. 0208 379 4392 <a href="mailto:safeguardingservice@enfield.gov.uk">safeguardingservice@enfield.gov.uk</a>
Chair of Trustees	Kim Pickering	<a href="mailto:ChairOfTrustees@kingsmead.org">ChairOfTrustees@kingsmead.org</a>
Headteacher	David Medway	Tel. 020835 15000 <a href="mailto:safe@kingsmead.org">safe@kingsmead.org</a>
School Support Officer		Tel. 101/999 <a href="mailto:southbury.snt@met.police.uk">southbury.snt@met.police.uk</a>

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Children's Multi Agency Safeguarding Hub Enfield		Tel. 02083795555 (Mon-Thurs 9am-5pm; Fri 9am-4:45pm) Tel. 02083791000 (Out of hours) <a href="mailto:ChildrensMASH@enfield.gov.uk">ChildrensMASH@enfield.gov.uk</a>
NSPCC helpline		Tel. 08088005000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
NSPCC Whistleblowing advice		Tel. 08000280285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Allegations against staff	David Medway Bhakti Mesuria Gemma Clare	<a href="mailto:dmedway@kingsmead.org">dmedway@kingsmead.org</a> <a href="mailto:bmesuria@kingsmead.org">bmesuria@kingsmead.org</a> <a href="mailto:gclare@kingsmead.org">gclare@kingsmead.org</a>
Ofsted Safeguarding Children		Tel. 03001234666 <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a>
Reporting concerns about a student	Gemma Clare Bianca Kelly Bree Robinson	<a href="mailto:safe@kingsmead.org">safe@kingsmead.org</a> Mb. 07514 500041
Reporting concerns about extremism	DfE	extremism@education.gsi.gov.uk. Tel. 020 7340 7264
Local Prevent Officer	Maddie Street	<a href="mailto:Maddie.street@enfield.gov.uk">Maddie.street@enfield.gov.uk</a> Tel. 020 8132 0576

## 2. Aims

Kingsmead School takes a child centred and coordinated approach to safeguarding. We listen to the student's views, liaise with parent/carers where applicable, and coordinate a well-rounded approach when responding to a child's needs.

It is essential that everyone working at Kingsmead School understands their safeguarding responsibilities and that a whole school approach is adopted. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, our staff and Trustees make sure their approach is child-centred by always thinking what is in the best interest of the child.

Staff are encouraged to report anything that 'doesn't feel right' to the Designated Safeguarding Lead (DSL) as no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who encounters them has a role to play in identifying concerns, sharing information, and taking prompt action.

The DSL has an overview of all children and their contextualised safeguarding information. The DSL will assess the facts and will consider, sometimes with the support of external agencies, whether children are at risk of abuse or exploitation. The DSL will always ensure the child's wishes and feelings are taken into account when determining what actions to take and what services to provide.

Our aim is for our safeguarding and child protection procedures to be transparent, clear and easy to understand for staff, students and parents. Well promoted systems are in place that are easily understood and easily accessible for children to confidently report, any form of abuse, neglect or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

This policy is written for everyone working in a school whether they are visiting for the day or the headteacher. Everyone must read Part 1 of the Keeping Children Safe in Education 2022 guidance.

At Kingsmead we aim to do the following:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- Staff will aim to identify and protect children from maltreatment.
- Promote children's physical and/or mental health or development.
- Ensure children are raised with safe and effective care.
- Take action to enable our children to have the best outcomes.
- Take into consideration contextualised safeguarding by considering the wider environmental factors in a child's life that may cause a threat to their safety and/or welfare.

The Safeguarding and Child Protection policy is made public and available to parents on request or via the school website found [here](#).

## 3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- [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 Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Any statutory guidance laid out by the [borough of Enfield](#) and the [London Child Protection Procedures](#).

#### 4. **Links with other policies**

This policy links to the following [policies and procedures](#):

Child-on-child abuse, Anti-bullying strategy	Supporting children with medical conditions	Attendance	SEND
Behaviour	Data protection and GDPR	Online safety	SEN information report
Unacceptable behaviour on school premises	Health and Safety	Equal opportunities	Whistleblowing
CCTV	Trips	Photography and filming	Recruitment
Staff code of conduct	Concerns and complaints	Relationships and sex education	Admissions including in year admission
Remote learning			

#### 5. **Definitions**

**Safeguarding and promoting the welfare of children** 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 the 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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**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. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA).
- A clinical commissioning group for an area within the LA.
- The chief officer of police for a police area in the LA area.

## 6. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 14).
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 21).
- Are absent from education.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

### Human Rights Act 1998

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Kingsmead school ensures that strategies, protocols, and procedures are in place, followed and reviewed. Through education, clear referral processes and staff training we are able to fully comply with the Human Rights Act.

### **Public Sector Equality Duty**

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement.

The PSED places a general duty on schools to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry, and racism.

To mitigate specific issues relating to the PSED Kingsmead School keeps thorough details of all incidents which allows the safeguarding team to monitor trends that start to appear over time. For example, a trend on Tik Tok can cause a spike in certain derogatory actions that students have mimicked from what they have seen online.

## **7. Roles and responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and trustees in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### **7.1 All staff**

All staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE 2024). Staff are also expected to understand annex A of KCSIE 2024.

All staff will read and understand part 1 and annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff expectations, the role and identity of the designated safeguarding leads (DSL) and safeguarding team, the behaviour policy, the online safety policy and the safeguarding response to children who are absent from education.
- The early help process (sometimes known as the common assessment framework) 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 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 indicators of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- That technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 7.2 The designated safeguarding lead (DSL)

Gemma Clare, Deputy Headteacher, is the school DSL. Our deputy DSL is Bianca Kelly and Bree Robinson is the Safeguarding Officer and Mental Health Lead. Dan Chadwick is the school Online Safety Lead.

During term time, the safeguarding team will be available during school hours for staff to discuss any safeguarding concerns.

The safeguarding team can be contacted via [safe@kingsmead.org](mailto:safe@kingsmead.org) and the safeguarding mobile 07951450041

When a DSL is absent, the safeguarding team, will act as cover.

If the safeguarding team are not available a member of SLT will step in. All SLT and pastoral team members are trained to DSL level 3.

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.
- Ensure secure transit of and confirmation of receipt for child protection files between educational establishments. This is to happen within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL will update the SENCO and key members of staff of the new child and their needs.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

## 7.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront 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.
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

- 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 appendix 3).
- All trustees will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how trustees are supported to fulfil their role.

## 7.4 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, neglect and exploitation.
- 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.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

## 7.5 Visitors, volunteers, and contractors

(see appendix 4 for further information)

Kingsmead School has different types of visitors, those with a professional role i.e., educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in school such as the summer concert.

All visitors, volunteers and contractors are made aware of their responsibility for safeguarding our children while on site. A visitor leaflet is provided upon arrival which outlines what safeguarding is, never to promise confidentiality, who the safeguarding team is and how to make a referral and/or to pass information on. This enables all visitors, volunteers, and contractors to be fully informed on the actions they should take and the expectations that Kingsmead School has on them while they are on site.

All visitors to Kingsmead School must sign in at reception. Visitors will be issued with a visitor's pass which must be worn at all times. When leaving the Academy, all visitors must sign out and return their visitors pass. The visitor pass will be on either a red or green lanyard. If you provide an enhanced DBS (issued within 3 years) your lanyard will be green, anything else will be red. A green lanyard means that you can walk freely around school site and interact on your own with the children. A red lanyard means that you must be accompanied by a Kingsmead member of staff at all times. Under no circumstances will a visitor or volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers: Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles vary. We therefore use our professional judgement and experience when deciding what checks need to be made. If the volunteer is to work with children, they will either have an enhanced DBS in place or will be accompanied by a staff member at all times. Depending on the type of work they are undertaking with the children, they might be required to gain an enhanced DBS, for example if they are providing mentoring. Regular and infrequent visitors will not be treated any differently. Not matter how well we know the visitor, if they do not have the right documents they will not be provided with a green lanyard.

## 8. Confidentiality

The safeguarding team will judge the level of confidentiality required case by case. The team will ensure the following is adhered to:

- Timely information sharing is essential to effective safeguarding and key to tackling all forms of abuse, neglect and exploitation.
- 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.
- The Data Protection Act (DPA) 2018 and UK GDPR do 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.
- 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
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 1 appendix 3 , and allegations of abuse against staff in appendix 3.

## 9. Recognising abuse and taking action

It is important to create a culture of reporting in a school. The DSL team work hard to ensure both staff and students feel safe and listened to when reporting concerns and that the relevant actions are taking within a timely manner. Staff are trained annually and/or when they arrive at Kingsmead to ensure they are confident and knowledgeable about what to do when a student makes a disclosure. Staff reassure the victims so they feel that they are being taken seriously and that they will be supported and kept safe.

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

Abuse is classified under 4 main subheadings – Physical abuse, emotional abuse, sexual abuse, and neglect.

Key issues that are common and can include a high level of risk to children include – Serious violence, child sexual exploitation (CSE), child criminal exploitation (CCE), county lines (linked to CCE and serious violence), physical chastisement, domestic violence, sexual violence, sexual harassment, FGM, homelessness, forced marriage, child-on-child abuse, Prevent. *(Please note that this list is not an exhaustive list and more details on each key issue can be found in appendix 4.)*

Staff, volunteers, and trustees must follow the procedures set out below in the event of a safeguarding issue.

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

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

A referral must be made using the [Enfield Children's Portal](#). The portal will guide you through a series of questions about yourself as the referrer, the child, the reason for the referral and what you hope the outcome will be.



If a concern is urgent and a child is deemed to be at risk of significant harm that requires an immediate action, the children's MASH can be contacted to raise this concern pending a more detailed referral being made in writing via the portal. This should be done for particularly urgent safeguarding risks where a prompt response is needed.

If the child does not reside in Enfield, the GOV.UK webpage at the link below can be used to find out the contact details for the children's safeguarding board in their area.

<https://www.gov.uk/report-child-abuse-to-local-council>

## 9.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation on the Child Protection Management System (CPOMS) as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

## 9.3 If you discover that FGM has taken place, or a pupil is at risk of FGM.

(further information in appendix 4)

Keeping Children Safe in Education explains that FGM comprises "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 a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

**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. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and add the disclosure and subsequent actions to CPOMS and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned 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. Staff should not examine pupils.

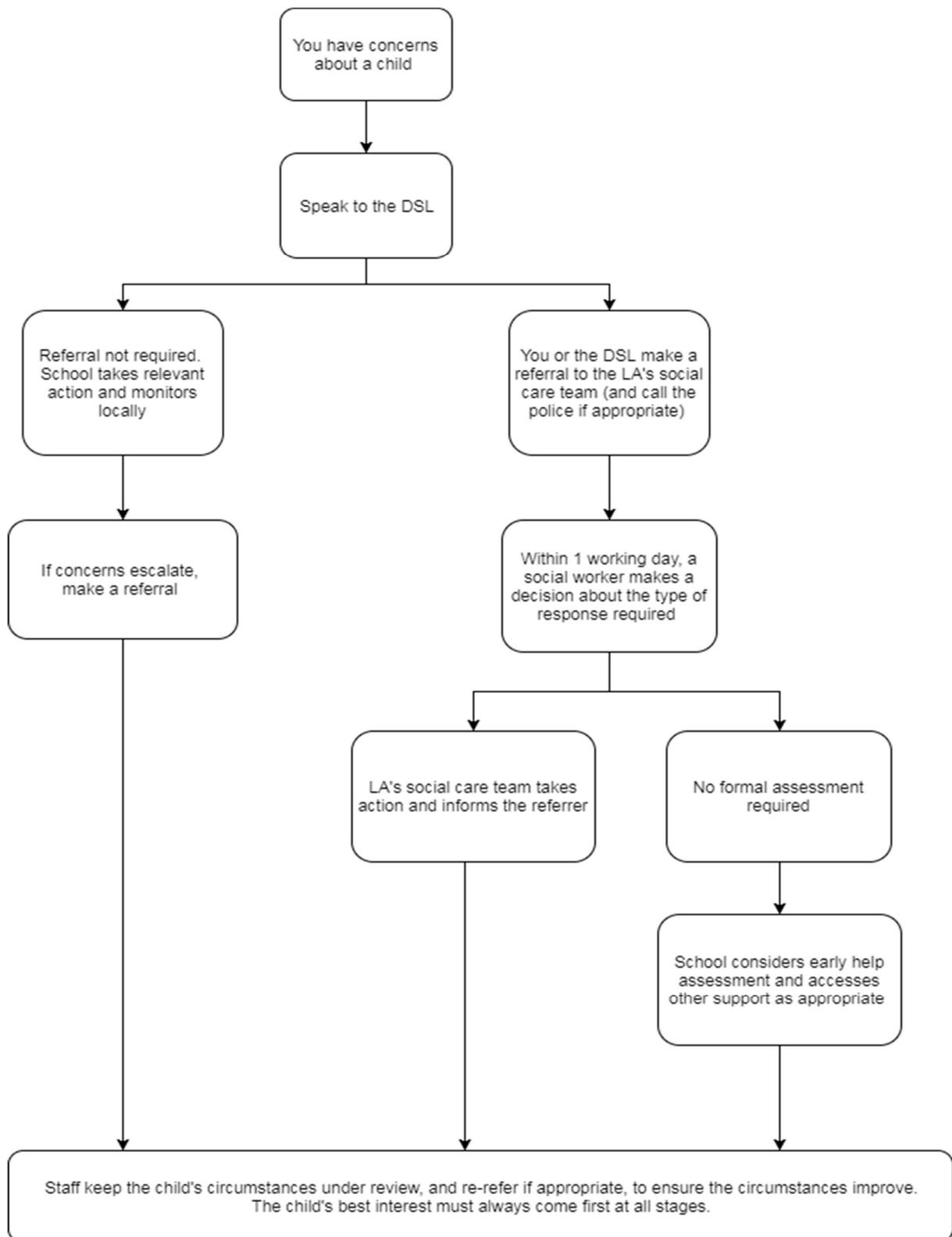
**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

Enfield Safeguarding recommends contacting the NSPCC FGM helpline if someone is worried about a child. DSL's will follow the standard MASH referral procedure and contact the Police.

**0800 028 3550** or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**9.4** If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Where possible, speak to the DSL first to agree a course of action. If the DSL is unavailable speak to the DDSL.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

## **Early Help**

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early help is provided through "universal services", such as education and health services. They are universal services because they are available to all families, regardless of their needs. Other early help services are coordinated by a local authority and/or their partners to address specific concerns within a family and can be described as targeted early help. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention. The Early Help System Guide provides a toolkit to assist local strategic partnerships responsible for their early help system in their area. Enfield provides an Early Help Family Hub which families can be referred to for support. (*Working Together to Safeguarding Children 2023*)

If Early Help is appropriate, the DSL and/or safeguarding team will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Enfield Early Help work with the whole family to improve wellbeing, relationships, behaviour, and communication by offering advice, support, and direct interventions at any point in a child or young person's life, from pre-birth to adulthood. The type of support offered will depend on the needs of the family. The Enfield Early Help Hub has services that support children, young people and families.

Enfield Early Help can be contact via 0208 379 2002 or by making an [online referral](#).

## **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. The DSL will ensure that the Children's Social Care National Framework is followed as applicable.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

**Enfield Multi Agency Safeguarding Hub (MASH)** is a multi-agency service which makes it easier to access early targeted support when you consider a child, young person or family needs a service that requires a multi-agency response.

The focus of the MASH is to work across partner agencies ensuring families receive early help in order to reduce the need for statutory intervention.

**The Multi Agency Safeguarding Hub (MASH)** is a part of the SPOE. The MASH aims to promote the safety and welfare of children by providing better access to the information that will help to identify safeguarding risk, underpin a clearer understanding of need and lead in turn to effective and proportionate interventions and support.

The MASH way of working ensures that children and young people have a better chance of receiving the service that is suitable for them, and we spot any potential problems earlier. If you have a safeguarding concern about the welfare of a child or young person, you can complete a **Child Protection** referral via the online [Children's Portal](#). If you do not have safeguarding concerns but you need to refer to another agency for early help or parenting support please gain the parent's consent and complete a **Family Support** referral, also via the [children's portal](#). This service is also available to members of the public and families who want to self-refer for support.

To fully understand the guidance for social care intervention and when to escalate, you can access the [Enfield threshold guidance](#)

## 9.5 If you have concerns about extremism

(further information in appendix 4)

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals who are susceptible to being drawn into terrorism, or the local authority children's social care team. It is important to note however that referrals to Channel require the individual's consent.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:  
Think someone is in immediate danger.  
Think someone may be planning to travel to join an extremist group.  
See or hear something that may be terrorist related.

## 9.6 If you have a mental health concern

The mental health leads at Kingsmead School are:

- Deputy Head teacher: Miss Clare [safe@kingsmead.org](mailto:safe@kingsmead.org)
- Safeguarding Officer and Mental Health Lead: Ms B Robinson [safe@kingsmead.org](mailto:safe@kingsmead.org)

Our mental health leads have completed the Mental Health Senior Lead training and lead on our mental health strategy.

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Our staff are aware of how our students' experiences can impact on their mental health, behaviour, attendance, and progress at school.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 8.4. If a child shows signs of suicidal idealisation and/or self-harm our staff follow a step-by-step protocol of response, intervention, and support. Our medical team is trained in 'mental health first aid' and the DDSL is available to respond to children who need immediate support.

Our mental health strategy, located on our website, outlines in more detail the school's approach to mental health and show we support our students to build resilience ready for adulthood.

If you have a mental health concern that is **not** also a safeguarding concern, there are several routes available to follow.

A learning mentor and member of the safeguarding team are available daily to provide 1:1 support for students who are struggling with their mental health. They provide drop-in sessions at lunch and break and move around the site checking on students during unstructured times.

The school aims to follow the guidance set out in [Mental Health and Behaviour in Schools](#) government document.

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- Identification: recognising emerging issues as early and accurately as possible.
- Early support: helping pupils to access evidence based early support and interventions.
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Mental health affects all of us at some point. Knowing what to say and how to support your child can be difficult. Below are some links to resources that advise parents how to support their child's mental health:

[Young Minds](#)

[NHS](#)

[NSPCC](#)

If you are worried about your child and want to speak to someone about their mental health, you can email the safeguarding team at [safe@kingsmead.org](mailto:safe@kingsmead.org)

## 9.7 Domestic abuse – Operation Encompass

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Kingsmead School is part of the Met Police initiative Operation Encompass. If Police are called to a domestic incident and it is made known that there are children in the family home who attend school, the Police notify the school to the incident. While the details remain brief, this allows the school to check on the students and provide support as appropriate.

## 9.8 Concerns about a staff member, supply teacher, volunteer, or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer, or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of trustees.

If the allegation is regarding an individual or organisation who are using the school premises for the purpose of running activities for children (for example, community groups, dance groups etc.) the school managing allegations against staff policy should be followed and the LADO informed accordingly.

The headteacher/chair of trustees will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer, or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

## 9.9 Allegations of abuse made against other pupils.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include 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).

See appendix 4 for more information about peer-on-peer abuse.

### **Procedures for dealing with allegations of child-on-child abuse.**

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

- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation(s) has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Both the perpetrator and the victim will receive education to support them to understand what has taken place.

- The alleged perpetrator will receive support to avoid receiving similar allegations in the future and a sanction where necessary.
- The Victim will be offered support surrounding the incident that has taken place.
- All reports of child-on-child abuse will be recorded by the BFL team and/or the safeguarding team. Reports will be added to the child protection online monitoring system (CPOMS).

### **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 will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that 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 can easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously.

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 friend may make a report.
  - 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 peer-on-peer 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

For more information on the school’s approach see our [Child-on-child abuse policy](#)

## **9.10 Sharing of nudes and semi-nudes (‘sexting’)**

[guidance from the UK Council for Internet Safety](#)

**Your responsibilities when responding to an incident.**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review**

Following a report of an incident, the DSL will discuss the incident with the appropriate school staff and possibly the Behaviour for Learning Team (BFL) – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. The DSL will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded on CPOMS in line with the procedures set out in this policy.

### **Further review by the DSL/BFL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL/BFL team will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents/carers**

The DSL/Safeguarding team/BFL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the onsite Safer Schools Officer (SSO). If the SSO is unavailable a referral will be made using 101.

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

### **Curriculum coverage**

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our character curriculum and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is.
- How it is most likely to be encountered.
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.
- Issues of legality.
- The risk of damage to people's feelings and reputation.
- Pupils also learn the strategies and skills needed to manage:
  - Specific requests or pressure to provide (or forward) such images.
  - The receipt of such images.

## **9.11 Reporting systems for our pupils**

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Make it clear who the safeguarding team are and what services are available to them on a daily basis.
- Provide a termly safeguarding assembly to remind students how they can report abuse.
- Be visual for the students – our mental health team wear bright sweatshirts clearly showing who they are.
- Provide ways of allowing students to report concerns confidentially using our post box system in student reception.

To create a culture of reporting from the students we offer several options. These options are displayed on posters, shared on Teams, shared in assemblies, and reiterated in lessons/tutor time.

Options for reporting concerns from students are:

- Speaking to any member of staff.
- Email [safe@kingsmead.org](mailto:safe@kingsmead.org)
- Requesting to speak to Place2Talk.
- Requesting to speak to Julian Campbell mentor.
- Attending the drop-in service with Bianca Kelly (DDSL).
- Speaking to student reception.

Students are repeatedly reminded of the services available to them and staff are trained to ensure the service they provide meets expectations.

## 10. Online safety and the use of mobile technology

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.

Our school has a zero-tolerance policy for mobile phone use. Students are not permitted to have their mobile on their person at any time. If there are found to have a mobile it will be confiscated for a fixed number of days and a sanction given. If a student needs to keep in contact with home for any reason, they can use a phone at student reception.

To address the risks associated with internet use, our school aims to:

- Have robust processes 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 phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Regularly review and audit our filtering and monitoring system and online safety curriculum.
- Respond to online trends by raising awareness and educating our community of the risks.

### The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for 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.

### **Generative Artificial Intelligence (AI) in Education**

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.

If used safely, effectively and with the right infrastructure in place, AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life.

Any use of generative AI by staff, students, and visitors is carefully considered and assessed, evaluating the benefits and risks of use in our educational setting.

Staff and students will be educated on AI as it evolves to ensure that everyone, at every level, is clear on how to use the resources safely and effectively.

As per the guidelines set out in [Keeping children safe in education](#), [Generative artificial intelligence in education](#) and [Generative AI: product safety expectations](#) the school will continue to follow the safeguarding policy when identifying and reporting safeguarding concerns through the use of AI. The school filtering and monitoring system is designed to evolve with online risks including those emerging through AI exposure and use.

#### **To meet our aims and address the risks above we will:**

Educate pupils 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 are a witness rather than a victim.
- How to recognise and check for fake information

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training 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.

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](#)

Put in place robust filtering and monitoring systems 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, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

[Share resources](#) with parents/carers, how to support their child with online safety.

**This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety, please refer to our online safety policy which you can find on our [website](#).**

## 10.1 Photography and photographs of children

Photographs of children must only be taken using a school camera. Staff, visitors, volunteers and contractors are not permitted to take photos of children using their own device, such as a phone.

When children start at the school their parent signs a contract which asks for their consent to their child's photo being taken and used publicly. Parents can opt in/out of this.

## 11. Filtering and Monitoring

Part of our responsibility to safeguard and promote the welfare of student's and provide them with a safe environment in which to learn, involves doing all that we reasonably can to limit our student's exposure to online risks when using the school IT system. As part of this process Kingsmead School ensures that there are appropriate filtering and monitoring systems in place that the DSL and IT manager regularly review the effectiveness of.

To ensure we are meeting this duty, we follow the [filtering and monitoring standards](#) set out by the Department for Education and guidance from the [UK Safer Internet Centre](#).

The standards set out that schools should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

The DSL will have oversight of the filtering and monitoring systems to make sure the content permitted is age appropriate and that restricted sites do not hinder the delivery of curriculum lessons. Staff will consider the vulnerabilities of the cohort, for example students with SEND/Educational Health Care Plans might be more susceptible to online risks and require further education and/or monitoring. The DSL will use the Prevent Duty risk assessment to further inform the appropriateness of sites that will remain blocked/unblocked.

## 12. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL/Safeguarding team will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

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 before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

To ensure we can make contact with families we will always ask for more than one contact number. This allows us to reach a responsible adult in an emergency or when we have not heard from a family and may have welfare/safeguarding concerns.

## 13. Safer working practice

### 13.1 Home visits

In some instances, the school it might be necessary to undertake a home visit. This can be due to a range of reasons from safeguarding to attendance. The school is legally allowed to visit a students and home and, in some instances, where the school is unable to gain access to the property to check on the welfare of the child the Police might be contacted to undertake a welfare check on a family.

Staff employed by Kingsmead School must visit a child's property in pairs and never go alone. Staff who are part of an external agency and covered by an external policy must follow their company's protocol, for example the Education Welfare Officer. For further information on home visit protocol please refer to the 'Working to improve attendance' policy.

### 13.2 Transporting children

Children can be transported between venues several ways:

- **Public transport**  
School trips will often use local school transport. In this instance the relevant paperwork, consent and risk assessments will be completed prior to the journey. The school will adhere to the guidelines set out by [TfL](#).
- **School minibus**  
Staff are trained to the required level to be able to drive the minibus. The facility manager oversees the running and maintenance of the minibuses and checks paperwork and risk assessments prior to any trip. Staff are made aware of the emergency procedure should there be an accident. There must be two members of staff present if only one student is being transported.
- **Registered coach company**  
The school uses local registered coach companies. Depending on the type of trip will depend on the staff to student ratio.
- **Staff personal cars** (with business insurance and only in an emergency when the child is at risk of harm)  
Only in an absolute emergency would a staff member transport children in their car. To do this they must have business insurance and another member of staff be present. If possible, parent consent will ideally be obtained before the journey.
- **Social worker**  
Sometimes a child is unable to return to their family home independently. In this instance a social worker will pick up the child/ren and transport them to the necessary destination.

Parent consent might not always be obtained prior to the trip due to safeguarding reasons. The social worker is covered by their LA insurance and policy.

### 13.3 One-to-one situations

When a staff member is with a child on their own, they will always make sure that the child has a clear exit from the room/area that they are in. All doors have a security pane of glass allowing people to see in and out.

On some occasions staff will be in a one-to-one situation with a child in a private space, for example, in medical. In this instance the staff member will explain to the child when they are doing and check that the child is comfortable to be in that space with the staff member. Ideally another staff member will also be present.

## 14. Pupils with special educational needs, disabilities, or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support for these pupils. This includes:

- Allocated 1:1 student support teacher.
- Thorough checking for understanding when teaching about safeguarding.
- Information in student's planner for them to refer back to
- Clear instructions broken down into smaller more manageable chunks of most important information.

It is important to remember when supporting SEND students that the [SEN Code of Practice](#) is a useful source of information with specialist support available from organisations such as [SENDIASS](#).

## 15. Alternative Provision (AP)

Definition: education arranged by local authorities for pupils who, because of exclusion, illness, or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Where necessary Kingsmead students might attend alternative provision for an agreed period. The provision is designed to provide the intervention they need within a smaller setting before returning to mainstream education. If your child moves to an AP they move onto 'dual roll' meaning that they are supported by both Kingsmead School and the AP placement. Kingsmead will continue to monitor your child's attendance, academic progress and behaviour and work with the placement to support the child to improve ready to return to mainstream education. Kingsmead will continue to be responsible for the safeguarding of students attending AP and be satisfied that the AP is fulfilling the child's needs.

All AP placements have to confirm they have completed the relevant safeguarding and safer recruitment checks for their staff and have accurate legal documentation in place. If written confirmation of this is not completed, the provision is not used. Our Parent Support Advisor/Head of Year will liaise with the AP weekly, visit the student on site and attend review meetings about the students' progress.

Kingsmead School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. The AP must notify the school of staff changes, trips offsite or any other change in arrangements temporary or otherwise that may impact on a student's wellbeing. Kingsmead will regularly review the alternative provision placements. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

In some instances, children are unable to attend school due to health needs (physical and mental). In these instances, the school will put reasonable adjustments in place to accommodate their needs in line with the attendance policy.

Click [here](#) for further DfE information regarding Alternative Provision.

## 16. Elective home education (EHE)

Parents can express their intention to remove their child from school with a view to educating them at home. When this happens the school, LA and other key professionals will work together to check this is the best option for the child. This will take place before the final decision has been made to ensure the parents fully understand the requirements of EHE and that this is in the best interest of the child. Particular care will be taken if the child has special educational needs or a disability, and/or has a social worker and/or is otherwise vulnerable.

It is important to note that EHE can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. If the child has an Educational Health Care Plan (EHCP), the LA need to review the plan working with the parents/carers.

To alert the school to this decision the parents must write to the attendance team ([attendance@kingsmead.org](mailto:attendance@kingsmead.org)) who will look into the process. The LA will always be notified of the parents' wishes to EHE.

## 17. Private fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) 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. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), we will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. If school is involved (whether or not directly) in arranging for a child to be fostered privately we will notify local authorities of the arrangement as soon as possible after the arrangement has been made.

## 18. Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. 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 child 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.

In some instances, reasonable force might be required for children with SEND, mental health problems or medical conditions. Staff will consider the risks carefully for these children taking into consideration their additional vulnerability. When training staff and using reasonable force, staff taking into account their duties under the Equality Act 2010 and their Public Sector Equality Duty. For further information on the use of reasonable force, please refer to the 'Reasonable Force' policy.

## 19. Use of premises for non-school activities

When services or activities are provided under the direct supervision or management of the school staff, the school arrangements for child protection apply. However, where services or activities are provided separately by another body this is not necessarily the case. An external company oversees the booking and use of facilities out of school hours. The company is responsible for ensuring safeguarding procedures are in place and risk assessments completed prior to activities taking place.

## 20. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes. For example, it will inform decisions about:

Responding to unauthorised absence or missing education where there are known safeguarding risks.

The provision of pastoral and/or academic support.

## 21. Looked-after and previously looked-after children (LAC)

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL and designated teacher for LAC students have details of children's social workers and relevant virtual school heads.
- We have appointed a designated teacher, Cathy May, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

## 21.1 Care leavers

When a child ceases to be looked after they become care leavers. The LA has an on-going responsibility to keep in touch with these young adults by preparing an assessment of their needs and appointing a Personal Advisor who will develop a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have the details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

## 22. Children who are lesbian, gay, bisexual or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that we endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns. Children have the opportunity to drop in to speak with the DDSL every day at break and lunch. Inclusion has a calm room which children can access if they need time to refocus ready to return to class.

## 23. Education

The Character Education program contributes to the on-going personal development of our young people, and as part of it, all students in Kingsmead explore the following areas:

- School values.
- Fundamental British Values.
- Personal, social, health and economic (PSHE) development.
- Spiritual, moral, social, and cultural (SMSC) development.
- Online safety.
- Careers education.

The Character Curriculum is spiral, and it delivered during tutorial sessions, school assemblies and drop-down days. Students revisit and deepen their knowledge of the curriculum year on year as follows:

Half term 1	Citizenship
Half term 2	Safety
Half term 3	Health
Half term 4	Careers
Half term 5	Relationships
Half term 6	Equality, diversity, and culture

The lessons have been developed to be age appropriate and to build on prior learning. Within the context of each topic, students use their learning and personal experiences to develop their own moral framework through which they will explore the world. Students engage in regular discussions and debates about social issues which encourages them to prepare arguments and to share opinions in a constructive and respectful manner. Students are encouraged to follow oracy frameworks, which support the development and communication skills, and ground rules, rooted on showing mutual respect which are revisited each lesson.

As outlined in Keeping children safe in education, the lessons will cover the following themes:

- supporting children to develop the skills that form the building blocks of all positive relationships
- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality • body confidence and self-esteem
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – all forms of sexual harassment, and abuse, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it

Safeguarding is thread through the curriculum and is further embedded during assembly, drop down days, specialist workshops and school trips. Relationship and Sex Education and Health Education (RSHE) is taught via the character curriculum. More information about RSHE can be found [here](#)

## 24. **Complaints and concerns about school safeguarding policies**

### 24.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### 24.2 Other complaints

For further guidance on our complaints procedure please refer to our [Complaints Policy](#).

All complaints are dealt with on a case-by-case basis and fully investigated.

Complaints are categorised and dealt with in line with safeguarding thresholds and collaboration with Children's Services and the Local Authority Designated Officer (LADO) where appropriate.

### 24.3 Whistleblowing

Should a member of staff have concerns about the handling of a safeguard issue at the school they must speak to the DSL.

If the concerns are about the DSL, they must speak to the Headteacher.

If concerns are about the headteacher and DSL they must follow the school [Whistleblowing Policy](#) available on the school website and speak to the Chair of Trustees.

## 25. **Recruitment and staff vetting**

Kingsmead school adopts a robust recruitment procedure that deters and prevents people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities at the school. Our process is rigorous and follows the approach listed below:

- Advert
- Application form
- Short listing
- Reference request/check
- Interview

- Offer letter pending references.
- Vetting process (enhance DBS check with children barred list information)
- Overseas checks.
- Online checks
- SCR update

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks.

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff.

Further information can be found in our [recruitment policy](#).

## 26. Ongoing vigilance

At Kingsmead school processes are in place to ensure ongoing vigilance to maintain an environment that deters and prevents abuse and challenges inappropriate behaviour. Staff are on duty at key points of the day and CCTV monitors transition areas of the building.

Staff are encouraged to share their concerns with the safeguarding team and to report things no matter how small they seem. It is reiterated to staff that their piece of information might be the final part of a bigger picture. It is made clear to staff how to report safeguarding concerns about a colleague and our safeguarding vigilance continues beyond the vetting/recruitment process. If a staff member has a concern about another member of staff, they report directly to the Headteacher and/or DSL. If new information arises that causes concern a DBS recheck might be undertaken by HR.

## 27. Training

### 27.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or exploitation. All staff will receive training on child-on-child abuse focussing on sexual abuse and harassment.

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 advice from the 3 safeguarding partners.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment.
- Have a clear understanding of the needs of all pupils.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins, and staff meetings). Roles and responsibilities to ensure staff understanding of the school filtering and monitoring systems also form part of the training delivered.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

## 27.2 The DSL and Safeguarding team

The DSL and Safeguarding team will 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 training.

**Supervision:** It is essential that staff are properly supported with their work. Supervision ensures work with young people is effective, safe and follows procedures. It helps staff manage the complicated feelings that arise and sometimes distort the way in which we respond to incidents and concerns. The DSL offers the safeguarding team Supervision through Schools Choice which staff can opt in and out of.

## 27.3 Trustees

All trustees receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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 allegations for this purpose.

## 27.4 Recruitment – interview panels

At least one 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.

See appendix 2 of this policy for more information about our safer recruitment procedures.

## 28. Monitoring arrangements

This policy will be reviewed **annually** by Gemma Clare, DSL. At every review, it will be approved by the full trust board.

The policy will be ratified by the Trustees in autumn term and shared and implemented by the safeguarding team. All stake holders will be made aware of the updated policy, and it will be shared on the school website for parents, visitors, volunteers and temporary staff to access.

The Trustee who oversees safeguarding visits the school termly to meet with the DSL and check the Single Central Record, which is also checked termly by the DSL. The Trustee will be informed about trends, key issues and the program of interventions and preventative measures put into place.

Annually audits include:

- Enfield safeguarding audit
- [Online safety audit](#)
- [Prevent duty risk assessment](#)

**These appendices are based on the Department for Education's statutory guidance, Keeping Children in Education 2024.**

## 29. Appendix I: Contact details.

Lead Designated Safeguarding Lead – Gemma Clare. [safe@kingsmead.org](mailto:safe@kingsmead.org).

Deputy Designated Safeguarding Lead – Bianca Kelly [safe@kingsmead.org](mailto:safe@kingsmead.org)

Wellbeing and Safeguarding Officer – Bree Robinson [safe@kingsmead.org](mailto:safe@kingsmead.org)

Parent Support Advisor – Su Usta [safe@kingsmead.org](mailto:safe@kingsmead.org)

Safeguarding mobile: 07514 500041

### 29.1 Appendix Ia: types of abuse

**Abuse**, including neglect and exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

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

## 30. **Appendix 2: specific safeguarding issues**

### **Children absent from education.**

A child who is absent from education, particularly repeatedly or for a prolonged period of time, can be a warning sign of a range of safeguarding issues. This might include abuse, neglect or exploitation, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.
- Are known to social care.

Kingsmead school follows a robust response to support persistently absent students or students who are absent for prolonged periods of time. We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and/or exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and 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.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.

- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to Enfield children's social care team and the police, if appropriate.

## Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to Enfield children's social care team and the police, if appropriate.

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

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

The DSL and safeguarding team will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Enfield children's social care.

## So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 9.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.
- A girl:
  - Having difficulty walking, sitting, or standing, or looking uncomfortable.
  - Finding it hard to sit still for long periods of time (where this was not a problem previously).
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating.
  - Having frequent urinary, menstrual or stomach problems.
  - Avoiding physical exercise or missing PE.
  - Being repeatedly absent from school or absent for a prolonged period.
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
  - Being reluctant to undergo any medical examinations.
  - Asking for help, but not being explicit about the problem.
  - Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider).
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM.
  - Having limited level of integration within UK society.
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
  - Being unexpectedly absent from school.
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage.**

Forcing a person into marriage is a crime. 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.

In February 2023, the law was changed to make it a crime to carry out any conduct whose purpose is to cause a child to marry before their 18<sup>th</sup> birthday, even if violence, threats, or another form of coercion are not used.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them. As with existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmfu@fco.gov.uk](mailto:fmfu@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

### **Preventing radicalisation**

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

**Extremism** is the vocal or active opposition to our Fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

**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 a political, religious or ideological cause.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. This includes safeguarding children from extremist ideologies and radicalisation. All staff at Kingsmead School have completed the Prevent awareness eLearning training from the home office.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force and coordination through existing multi-agency forums.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities, they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

**The following procedures are in place:**

- All staff are expected to immediately report any religious intolerance, racially offensive and extremist type language (verbal and written) to a member of the BFL. Written evidence and supporting statements must also be submitted by member of staff and any witnesses. CCTV footage will be analysed if and when required.
- Student will be isolated by BFL and requested to write a full statement.
- If necessary, the relevant subject teacher will be expected to submit student book/folder to BFL

- When looking at student books, subject teachers are instructed to report any anti-Semitic, racially offensive, or extremist type language/comments/graffiti to BFL and DSL.

**The subsequent points of action thereafter are as follows:**

- Safeguarding team interview student regarding the alleged offence.
- If the student is found to be guilty of making inappropriate remarks they are to be sanctioned. The sanction and /or length of suspension will be at the discretion of the Head of Behaviour and is dependent upon the content, context, and seriousness of the offence.
- Student and parent/carer attend a reintegration meeting with Learning Director of Year and BFL/SLT

For further information about the implementation of the Prevent Duty in education settings in Enfield please click [here](#)

For further training on preventing terrorism please click [here](#)

Staff should **always** take action if they are worried.

**Identifying radicalisation**

There are 4 levels of risk – low, at, medium, high.

**Low risk**

Low risk means there's no evidence to suggest the child is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- Holding strong opinions or values (non-violent or non-extremist).
- Criticising government policies.
- Adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging.
- Being active on social media.
- Taking a keen interest in national and international affairs.
- Taking a stand and supporting causes, for example animal rights (non-violent).
- Showing new interest in a political ideology or religion.
- Holding or expressing conservative values or practices, whether traditional, cultural, or religious (unless they cause harm to a child or others, for example female genital mutilation).

Where there is low risk, the following actions are taken:

- Talking informally to the child about the changes in their behaviour.
- Providing an opportunity to debate controversial issues in a safe space.
- Offering information about how to keep safe online.

**At risk: what to do.**

If we think a child is at risk, we look at their behaviour and gather all the information to make a full assessment of risk and harm.

We will think about:

- Is there enough information to make a comprehensive assessment.
- What's happened in the past to trigger the incident.
- If this is an isolated incident or a pattern of behaviour.
- What else do we know and if there any relevant vulnerability factors.

- If there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing.
- If there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider, or home life.

We will:

- Talk to the child in a safe space - see [how to speak to a child, young person or adult learner vulnerable to radicalisation](#)
- Talk to the parents or carers about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- Make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

### Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the child, young person or adult learner is at risk of harm, you must [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- Legitimising the use of violence to defend ideology or cause.
- Accessing extremist or terrorist websites, forums, and publications.
- Expressing dehumanising views.
- Expressing an interest to travel to a conflict zone.
- Being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life.
- Targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause.
- Being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings).

### Medium risk: what to do

If we suspect a child is at medium risk, we will assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

We will think about:

- If there's reasonable cause to suspect that the child is suffering or likely to suffer significant harm.
- What the risks are and what would happen if these needs were not met - what the impact will be on the child.
- What else we know and if there are any relevant vulnerability factors.
- If there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing.
- If there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider, or home life.

### High risk

High risk means a child is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, the police are alerted immediately.

High risk, criminal behaviour includes:

- Verbally or physically attacking someone due to their race, religion, sexuality and so on.
- Committing violent acts guided by a violent extremist ideology or group.
- Taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on).
- Having a 'kill list' or detailed plan to carry out mass violence.
- Producing or sharing terrorist material offline or online.
- Recruiting others to a proscribed terrorist group or organisation.

### **High risk: what to do**

We will think about if the child:

- Needs support from more than one agency.
- Is about to put themselves or others in danger.
- Is at risk due to actions of their parents or carers, or wider family members.
- Has made violent threats to your setting.

We will tell the police immediately if we suspect a child:

- Is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence.

If we suspect a child is likely to commit an attack on your setting, contact the police and local authority for immediate support.

If staff are concerned about a pupil, they will follow our procedures set out in section 9.5 of this policy, including discussing their concerns with the DSL. If the DSL considers the concerns raised about a child's actions to be substantiated a referral to the local authority will be completed using an 'Early Help Assessment Form' which is sent to [childrensMASH@enfield.gov.uk](mailto:childrensMASH@enfield.gov.uk)

## **Child-on-child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- 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, 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.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).

- Upskirting, which 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.
- 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).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 9 of this policy, as appropriate. In particular, section 9.8 and 9.9 set out more detail about our school's approach to this type of abuse.

## **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

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.

If a victim reports an incident, it is essential that staff make sure they 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.

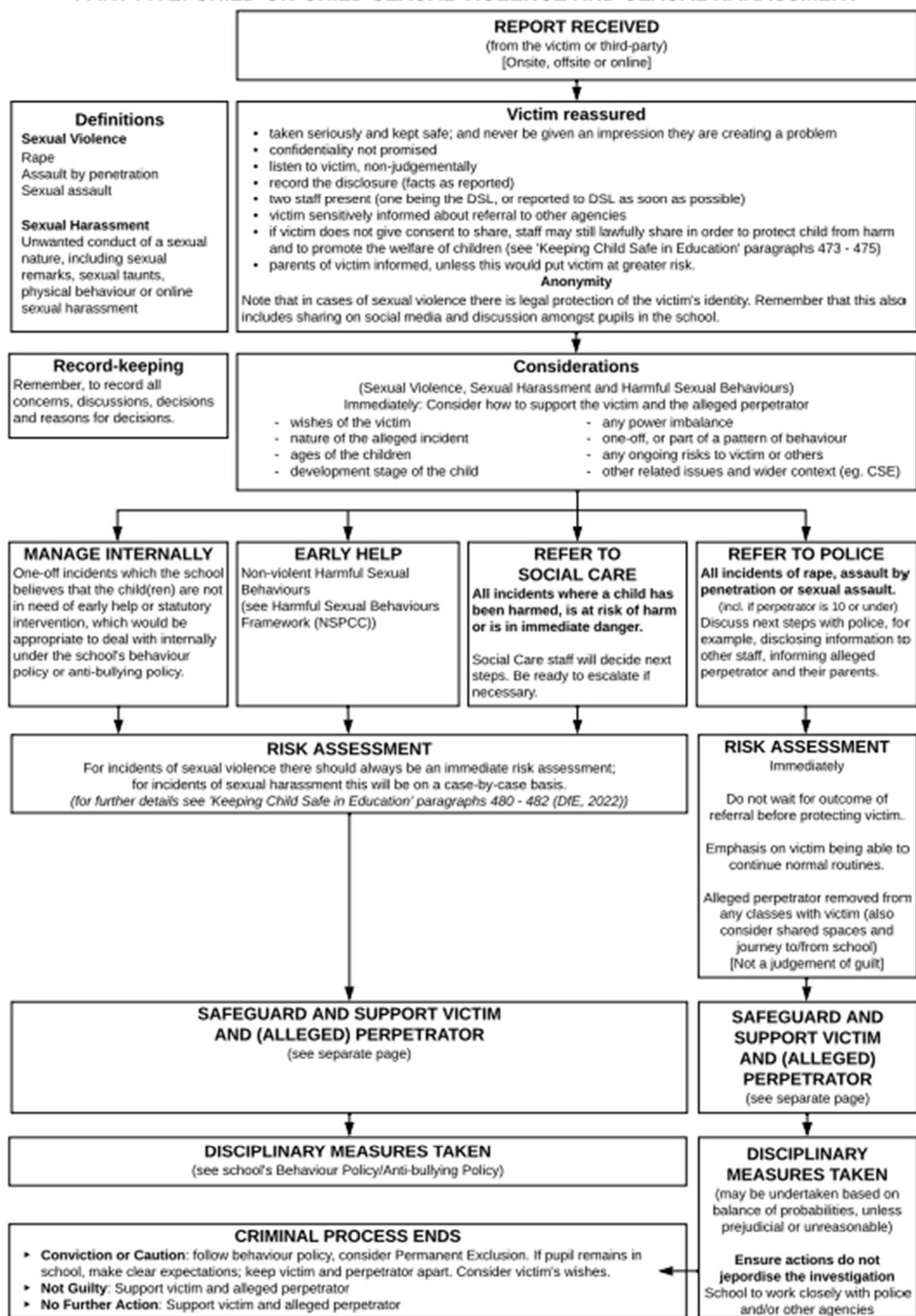
Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the 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.
- 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.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 9.8 and 9.9 set out more.

## \*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Source:

\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

## Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).
- Risk factors which increase the likelihood of involvement in serious violence include:
  - Being male.
  - Having been frequently absent or permanently excluded from school.
  - Having experienced child maltreatment.
  - Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

## Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a coloured lanyard displaying a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Call home to determine the reason for no-one arriving to collect them.
- Agree with the parent/carer how the student will travel home.

## Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact the parents/carer.
- Contact the Police, if necessary.
- Contact the relevant external agencies working with the student if needed.
- Record the event on CPOMS.
- Support the student upon return to determine the cause for the missing episode.

## 31. References

[Keeping children safe in education 2024](#)

[Children's Social Care National Framework](#)

[Information sharing advice for safeguarding practitioners](#)

[Promoting the education of children with a social worker and children in kinship care arrangements](#)

[Sharing of nudes and semi nudes: how to respond to an incident](#)

[Data Protection Act 2018](#)

[Data Protection in school 2024](#)

[Working together to Safeguarding children 2023](#)

[Working together to improve school attendance 2024](#)

[Prevent duty risk assessment](#)

[Meeting digital and technology standards in schools and colleges](#)

[Online safety review tool for schools](#)

[Behaviour in schools 2024](#)

[Stable homes built on love](#)

[National kinship care strategy](#)