

Safeguarding Policy (including Child Protection)

*Safeguarding and promoting the welfare of
children who are pupils at the school*

*Including Prevent Duty since July 2015
Reflecting KCSIE (September 2024)*

Whole school	Yes	WEBSITE
Statutory	Yes	
Reviewed	September 2024	
Next review	September 2025	

Safeguarding and promoting the welfare of children is everyone's responsibility. NOTHING is too trivial; if you have any concern whatsoever about the wellbeing of a pupil, it must be referred the same day to one of the Designated Safeguarding Officers. Their names and contact details are on page 46; they are listed on the Safeguarding Aide-Memoire card issued with staff ID badges; on the intranet; in houses and displayed on noticeboards around the school.

Table of Contents

POLICY STATEMENT	3
Acronyms relating to this policy	6
INTRODUCTION	7
What is child abuse?	7
Symptoms of abuse	7
Children at risk.....	8
Children in need	8
Early Help Assessment	8
PREVENTION	9
Equal Treatment and developing a safeguarding culture.....	10
Emotional Health and Wellbeing	10
Promoting Digital Safety	11
Child Protection – Child on Child abuse and Bullying.....	13
Sexual violence and sexual harassment between children	15
Substance Misuse and Child Protection	16
Children of substance misusing parents/guardians	16
Domestic Abuse.....	16
Prevention of Radicalisation	17
Child Sexual Exploitation	18
Female Genital Mutilation	19
Honour-Based Abuse.....	20
Young Carers	20
Children at risk of Criminal Exploitation	20
Modern slavery and the National Referral Mechanism	21
Child abduction and Community safety incidents	21
Children and the court system	22
Privately Fostered children	22
Children who have family members in prison	22
Serious violence	22
Homelessness	22
PROCEDURES	23
The Designated Safeguarding Lead	23
King’s Ely DSOs	23
Safeguard training	24
School’s Reporting Arrangements.....	26
Concerns about a Child in need	27
Child in danger or at risk of harm	27
Risk of Radicalisation, Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)	27
Allegations of abuse against staff, including supply staff and volunteers	27
Allegations of abuse against pupils	29
Whistleblowing	29
Liaison with other agencies	30
Record Keeping.....	30
Confidentiality and Information Sharing.....	31
Use of Reasonable Force	32
Taking, Using and Storing of Images of Pupils	32

Charity Commission	33
Use of School premises for non-school activities.....	33
SUPPORTING VULNERABLE CHILDREN/ CHILDREN IN NEED.....	34
Children with Disabilities, Additional Needs and Special Educational Needs.....	34
Missing Children	34
PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN	35
USEFUL CONTACT INFORMATION	39
APPENDIX ONE: FOUR CATEGORIES OF ABUSE.....	40
APPENDIX TWO: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD	42
APPENDIX THREE: MANAGING AN ALLEGATION AGAINST A MEMBER OF STAFF	43
APPENDIX FOUR: THE VULNERABILITY ASSESSMENT FRAMEWORK	44
APPENDIX FIVE: KING’S ELY CHILD PROTECTION STATEMENT	45
APPENDIX SIX: CHILD PROTECTION PROMPT CARDS	46
APPENDIX SEVEN: KING’S ELY DESIGNATED SAFEGUARDING OFFICERS	47
APPENDIX EIGHT: KING’S ELY PREVENT STATEMENT.....	48
APPENDIX NINE: CHILD PROTECTION ROLE SPECIFICATIONS	56
APPENDIX TEN: KING’S ELY SAFEGUARDING STRUCTURE	62
APPENDIX ELEVEN: ELY CATHEDRAL SAFEGUARDING STATEMENT	63
APPENDIX TWELVE: CAMBRIDGESHIRE SAFEGUARDING FLOWCHART	64
APPENDIX THIRTEEN: SAFEGUARDING AND RELATIONSHIPS EDUCATION	65
APPENDIX FOURTEEN: LOW LEVEL CONCERN PROTOCOL	67
APPENDIX FIFTEEN: SAFEGUARDING WHISTLEBLOWING	71

POLICY STATEMENT

'Safeguarding and promoting the welfare of children' is defined¹ as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at King's Ely, whether that is within or outside the home, including in a digital context, and applies to all staff (paid or unpaid), pupils (boarding pupils, day pupils and those in the Early Years Foundation Stage (EYFS)), and governors. Concerned parents/guardians may also contact the school and its governors.

It is our intention that every pupil should feel safe and protected from any form of abuse: including neglect, non-accidental physical injury, sexual exploitation or emotional ill treatment, and radicalisation.

The governing body facilitates a whole school approach to safeguarding and that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. It is recognised that all staff in school (whether employed full time or part time or contracted or volunteer and whether paid or unpaid) form part of a wider safeguarding system for children; that safeguarding and promoting the welfare of children is the responsibility of everyone who comes into contact with children and their families and carers; and that to fulfil this responsibility effectively a child-centred approach to safeguarding is required and what is in the best interests of the child should be considered at all times. 'Children' includes everyone under the age of 18.

King's Ely has some students on its roll who are over 18 years of age. The School fully recognises the responsibilities it has under the Care Act 2014, section 14.5 'Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements.' The six principles apply to further educational colleges or establishments. Also, the Mental Capacity Act (2005) requires there to be arrangements in place to safeguard adults at risk. For further information see Cambridgeshire and Peterborough Safeguarding Adults Partnership Board Multi-Agency Safeguarding Adults Procedures ([Cambridgeshire and Peterborough Safeguarding Adults Partnership Board Multi-Agency Safeguarding Adults Procedures](#)).

Through their day-to-day contact with pupils and direct work with families, all staff in school are particularly important as they are in a position to identify concerns early, provide help for children, and prevent them from escalating.

All staff:

- have a responsibility to provide a safe environment in which children can learn;

¹ Keeping Children Safe in Education (September 2024, p7)

- should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years to the teenage years;
- should act immediately and follow the procedures laid out in this Policy if they have a concern about a child's welfare².

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 comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.³

To enable the staff to fulfil this responsibility the School will ensure that there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and that the staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. Where there is a safeguarding concern the child's wishes and feelings will be taken into account when determining what action is to be taken and what services to provide.

The School considers that safeguarding related policies and procedures should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing that their concerns will be treated seriously and that they can safely express their views and give feedback. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, or feel ashamed for making a report, but should be reassured that they will be supported and kept safe.

This policy is available via the school's website (www.kingsely.org) to all staff, pupils and parents (current and prospective) and, upon request, in hard copy. A copy of the current staff child protection training manual is also available upon request. Students, parents, and guardians should always feel able to take up any issues or worries that they may have with the school. An allegation of child abuse will never be ignored, and any concerns will always be addressed thoroughly.

This policy, covering all sections of King's Ely, operates in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board (SCPB) 'Multi-Agency procedures' (see the SCPB website: <http://www.safeguardingcambspeterborough.org.uk> and is compliant with the most up-to-date versions of:

- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Disqualification under the Childcare Act 2006;
- The Independent School Standards Regulations;
- Revised Prevent Duty Guidance: for England and Wales;
- Guidance for safer working practice for those working with children and young people in education settings;
- What to do if you're worried a child is being abused: Advice for practitioners;
- Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents, and carers;
- The use of social media for online radicalisation;

² Keeping Children Safe in Education (September 2024, p7-8)

³ Keeping Children Safe in Education (September 2024, p7)

- When to call the Police: guidance for schools and colleges.

This policy should be read in conjunction with the following other key school documents:

- Attendance & Unauthorised Absence Policy;
- Behaviour Policy;
- Drugs, Alcohol & Smoking Policy;
- Mental Health and Wellbeing Protocol;
- Acceptable Use Policy;
- Prevent Action Plan;
- King's Ely Statement of Child Protection
- Missing Child Policy (including arrangements for children not collected on time);
- Parental Complaints or Concerns Policy;
- Pupil Concerns and Resolving Complaints Protocol;
- Recruitment Policy;
- Guidance to Staff on the Use of Images and Social Media;
- Social Respect (Anti-bullying) Policy & Strategy;
- Staff Code of Conduct;
- Crisis Management Policy and Manual;
- Use of Reasonable Force to Control or Restrain Pupils Policy;
- Whistleblowing Policy.

As there are boarding pupils at King's Ely appropriate provision has been made in the School policies to ensure that staff are alert to pupil relationships and the potential for child-on-child abuse in residential settings and for responding to these issues. The requirements under the National Minimum Standards for Boarding Schools (NMS) apply to this policy.

- o In accordance with the NMS, the School will ensure that senior pupils who are given positions of responsibility over other pupils are appropriately briefed on the appropriate actions to take should they receive any allegations of abuse. The responsibility for organising these briefings and for ensuring that they occur on a regular basis resides with the DDSL in each section of the school.
- o the School's Missing Child Policy is known to staff and used in practice. This policy includes details of how a child who is believed to be missing should be searched for and, if necessary, reported as missing from School;
- o pupils, parents, and others are not penalised for making a complaint in good faith, thus giving immunity for *bona fide* whistleblowing.

In addition to the school documents listed previously, the Safeguarding policies and procedures of Ely Cathedral should be read in conjunction with this policy to ensure that the interests of all students at the school who are also cathedral choristers are safeguarded. The Chapter Safeguarding Lead works with the school's Designated Safeguarding Lead and Designated Prevent Lead, to ensure that safer recruitment, safeguarding and child protection procedures and training at the school and at the cathedral are effectively implemented and thoroughly linked. Similarly, the Safeguarding Policies and procedures at Fairstead House School which is part of King's Ely should be read in conjunction with this policy.

The Principal, DSL, the Heads of each section of the school and the designated Governor with special responsibility for Safeguarding for King's Ely will monitor the operation of this policy and the effectiveness of its procedures. When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what

is in the best interests of the child. There will be an annual written report on Safeguarding made to the Governing Body and copied to the Cambridgeshire Education Safeguarding Team together with an annual return required by Cambridgeshire. Any deficiency that is noted in the school's Safeguarding arrangements will be remedied without delay, the Governors will undertake an annual review of this policy and an on-going evaluation of its effectiveness through the Governor with special responsibility for Safeguarding at King's Ely, assisted by the Governor with responsibility for Early Years Foundation Stage, and the Governor with responsibility for Boarding. The Governing Body ensures that a pupil's wishes and feelings are taken into account where there are safeguarding concerns.

This annual report will be produced by the named Governor responsible for overseeing the implementation of this Policy following interview with the Principal, Vice Principal (Academic), Heads of Section, Designated Safeguarding Lead and other relevant members of staff which will be recorded in writing. This Report will include consideration of how the children at the schools may be taught about safeguarding through the curriculum and PSHEE, including online. Taking into account this Report, the Governing Body will then conduct its annual review in order to ensure that all members of the Governing Body, as part of their legal responsibilities, are satisfied that the Policy is fully appropriate and compliant, and that the related duties have been discharged fully and efficiently. The discussions at the Board of Governors meeting will be Minuted in sufficient detail to demonstrate the depth of the annual review and to show the outcomes of the review. In addition, further review of the policies and procedures will be undertaken by the Chairman and the Governors with special responsibility for Safeguarding (and will be marked as "awaiting ratification" until approved at the next Governing Body meeting) whenever required to ensure compliance with new legislation or updated best practice guidelines or legislation.

If any member of staff, pupil or parent has any comments or concerns about the content or implementation of this policy or any of the other King's Ely safeguarding procedures, please do not hesitate to contact the Designated Safeguarding Lead. All such comments and concerns will be taken seriously by the Senior Leadership Team.

Acronyms relating to this policy:

EHA	Early Help Assessment
CSE	Child Sexual Exploitation
CCE	Child Criminal Exploitation
DA	Domestic Abuse
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DSO	Designated Safeguarding Officer
DBS	Disclosure and Barring Service
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
ISSR	Independent School Standards Regulations
KCSIE	Keeping Children Safe in Education
LADO	Local Area Designated Officers
RPDG	Revised Prevent Duty Guidance: for England and Wales
SCPb	Cambridgeshire and Peterborough Safeguarding Children Partnership Board
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
WAC	What to do if you are worried a child is being abused: Advice for practitioners
WTSC	Working Together to Safeguard Children

INTRODUCTION

What is Child Abuse?

Keeping Children Safe in Education defines abuse as “a form of maltreatment of a child whether that is within or outside the home”. Somebody may abuse or neglect or exploit a child by inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”⁴. The basic level of training for all staff at King’s Ely, offered by DSOs following their higher level training with Cambridgeshire’s Education Safeguarding Team, categorises Child Abuse in four categories, the definitions of which are included in Appendix One:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Some symptoms of abuse and neglect might be:

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- children who have lingering illnesses which are not attended to, deterioration in schoolwork, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others;
- pregnancy.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. As a result of day to day contact with pupils and direct work with families, members of staff are well placed to observe the outward signs of abuse, neglect, exploitation or potential

⁴ Keeping Children Safe in Education 2024, p 13.

radicalisation⁵ and are expected to discharge their safeguarding responsibility by passing on all concerns immediately, as it is key that pupils receive the right help at the right time in order to address risks and prevent issues escalating.

The School recognises that any child may be subject to abuse or neglect or exploitation and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse or neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Children at Risk

A child who has suffered or is likely to suffer significant harm through emotional ill treatment, physical injury (including Female Genital Mutilation (FGM)), forms of neglect, child sexual exploitation (CSE) and other forms of abuse or exploitation may lead to pupils of any age being considered “at risk”. In many cases abuse and other risks will take place concurrently both online and offline. Children can abuse other children online, such as abusive, harassing, and misogynistic/misandrist messages, non-consensual sharing of indecent images, and sharing indecent images or pornography with those who do not want to receive such content. Being alert to the possibility that pupils may be “at risk” (and knowing how to respond, report and refer) is a responsibility for all staff and volunteers at King’s Ely. Child Protection concerns are responded to, reported, and referred in the ways this policy describes and in accordance with local area procedures.

Children in Need

Although some students may have a need for additional support, they may not be considered “at risk” but would be classed as “children in need”. Emotional health and wellbeing are promoted throughout King’s Ely. Concerns relating to children in need, which are not Child Protection matters, should be referred through the child’s Carer, Form Teacher or Tutor within the pastoral network at King’s Ely in the first instance. For some students there may need to be an assessment of risk conducted by the school. This may result in an Individual Welfare Plan being constructed or liaison with local services through the completion of a Early Help Assessment (EHA) form.

Early Help Assessment

A child may benefit from early help assessment, but staff should be particularly alert to the potential need for early help assessment for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, care or home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;

⁵ ‘Radicalisation’ refers to the process by which a person comes to support terrorism and forms of extremism.

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- has a parent or carer in custody, or is affected by parental offending;
- is showing early signs of abuse and/or neglect;
- is at risk of so-called 'honour'-based abuse such as FGM or Forced Marriage;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

There are four main elements to this policy:

- **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;
- **Procedures** for identifying, referring and reporting cases, or suspected cases, of abuse or exploitation;
- **Supporting Vulnerable Children:** children in need, particularly those who may have been abused or witnessed violence towards others;
- **Preventing Unsuitable People from Working with Children** by having in place a robust and efficient safer recruitment system to ensure that all staff (paid or unpaid) do not present a risk of abuse.

PREVENTION

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult helps prevention. King's Ely therefore aims to:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to;
- ensure pupils know that there are trusted adults in the school, including Wellbeing Advisers and a team of school counsellors, who they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and exploitation, including abuse from other children and online; information about how to ask and who to turn to for help; how to recognise if they are feeling unsafe, including within family relationships and friendships; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk, including in a digital context;
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life and to deliver age appropriate relationship and sex education, including teaching about consent.

The School Governors, Senior Leadership Team, including the DSL, DDSLs and DSOs will make themselves aware of and follow the local multi-agency safeguarding arrangements. The School will liaise with the three Safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with its partners as well as social care, the police, health services and other services to promote the welfare of children and protect them from harm in line with Working Together to Safeguard Children.

Equal Treatment and developing a safeguarding culture

King's Ely is committed to equal treatment for all regardless of age, sex, disability, religion or belief, race, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy, or maternity (protected characteristics, Equality Act 2010). We aim to create a friendly, caring, and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem, and safety of each pupil.

Openly sharing or addressing concerns, celebrating best safeguarding practice, being constantly vigilant and seeking to develop a safeguarding culture throughout the school is a priority at King's Ely. A commitment to on-going training, developing robust procedures, ensuring accurate implementation of policies and promoting safeguarding behaviours for all staff at King's Ely reflect the desire for all students to be enabled to thrive at the school. The promotion of educational outcomes by sharing information about the welfare, safeguarding and child protection issues that pupils (including pupils with a Social Worker) are experiencing or have experienced with appropriate teachers, other school staff and the School leadership.

Informing all staff of the appropriate procedures to be followed in the implementation of this policy through the King's Ely Staff Code of Conduct.

The School's expectation of its Teaching staff to have regard to the Teacher's Standards which expects all Teachers to have a clear understanding of the needs of pupils and manage behaviour effectively to ensure a good and safe educational environment.

Emotional & Mental Health and Wellbeing

The School recognises that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. The School has a team of Wellbeing Advisors and professional counsellors, including the Mental Health Lead. The School's Wellbeing Advisors and mental Health Lead are supported by the School's SLT.

In addition schools can access a range of advice to help them identify children in need of extra mental health support, including working with external agencies, and a range of resources produced by Public Health England to support secondary school teachers to promote positive health, wellbeing, and resilience among children. For further information see King's Ely Mental Health and Wellbeing Protocol.

The Wellbeing Advisors and Mental Health Lead, the DSL/ DDSL/DSOs and the wider pastoral team of Housemasters and Housemistresses work with the staff to ensure that the community is constantly alert to any concerns suggesting that an individual's emotional or mental health, or wellbeing leads to them being at risk.

Individual Welfare Plans are created for students who may be judged to be in need and robust support mechanisms are used to safeguard them. These may involve the completion of EHA forms, liaison with other, local service providers and referral to other agencies. If a student is deemed to be at risk, an immediate referral is made by a DSO/DDSL/DSL or Principal via the usual mechanisms.

Promoting Digital Safety

King's Ely seeks to embrace all the benefits that modern technology provides for the education of its students. However, all staff are aware that technology is a significant component in many safeguarding and well-being issues. The potential for misuse and abuse of digital technology is significant and King's has a duty of care to ensure that students are able to use ICT, including the internet and related communication technologies, appropriately and safely. New technologies can put young people at risk, both within and outside of the school. The Governors note the KCSIE recommendation to use the DfE Data Protection Guidance for schools to understand data protection, recognise the filtering and monitoring standards published by the Department for Education, the Cyber security standards for schools and colleges and the requirement of Keeping Children Safe in Education for governing bodies to review the standards and discuss with IT staff and service providers what more needs to be done to meet this standard. The Governor with special responsibility for Safeguarding at King's Ely has delegated responsibility as part of safeguarding for the oversight of online filtering and monitoring and standards. The school aims to provide the necessary safeguards to help ensure that those responsible have done everything that could reasonably be expected of them to manage and reduce these risks. All staff at King's Ely receive E-Safety Training through online courses covering Data Security, GDPR, and Data Protection and are regularly updated on any developments in the field of digital safety as required or via the termly safeguarding bulletins. Furthermore, the DSOs have undertaken the Educare 'Online Safety' online course, and some members of the wider safeguarding and pastoral team have CEOP Ambassador Training. This level of Educare 'Online Safety' training is being undertaken by all PSHE staff and ICT coordinators across all sections of the school.

The four areas of risk are:

- Content – exposure to illegal, inappropriate or harmful content, such as pornography, fake news, racism, extremism etc;
- Contact – subjected to harmful online interaction with other users, such a child to child pressure, adults posing as children with the intention to groom or exploit a child etc;
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as sending explicit images, online bullying etc;
- Commerce – risks such as online gambling, phishing, or financial scams etc.

As part of the whole school approach to online safety in school, the level and effectiveness of security protection of the School's systems is annually reviewed through risk assessment and the review informed by evolving cyber-crime technology development.

The Principal is responsible for ensuring the safety of members of the school community (this includes ensuring that pupils' exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems), although the day-to-day responsibility for digital safety is delegated to the Designated Safeguarding Lead, Digital Safety Coordinator, IT Manager and the Head of the relevant section of the school.

Designated Safeguarding Lead

- as the lead responsibility for safeguarding and child protection to include online safety and understanding the filtering and monitoring systems and processes in place;

Digital Safety Coordinators⁶:

- take day to day responsibility for digital safety issues and have a leading role in establishing and reviewing the relevant policy documents;
- provide training opportunities and advice for staff (paid and unpaid), parents and pupils where necessary ;
- receive reports of digital safety incidents and create a log of incidents to inform future digital safety developments;
- report to the school's Leadership Team and the Prevent or Designated Safeguarding Lead..

The IT Manager is responsible for ensuring that:

- the school's ICT infrastructure is secure and is not open to misuse or malicious attack;
- users may only access the school's networks through a regime of properly enforced password protection;
- the use of the network (including remote access and email) is regularly monitored in order that any misuse or attempted misuse can be reported immediately for further investigation as appropriate;
- the use of the school network to access websites or to search for terms linked with terrorism, radicalisation or the undermining of fundamental British values are reported to the school's named Prevent lead.

Teaching and Support Staff are responsible for ensuring that:

- they have an up to date awareness of digital safety matters and of the current school procedures⁷;
- they monitor digital activity in lessons and in any extra-curricular school activities and they report any suspected misuse or problem to the Digital Safety Coordinators for further investigation;
- digital communications with students take place within clear professional boundaries. Staff should not share any personal information with a student, and they should not request any such information from a student, other than that which might be appropriate as part of their professional role. To this end, staff should ensure that all communications are transparent and open to scrutiny and should keep in mind the following points:
 - o staff are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution, and publication of such images and these may only be stored on the school systems. For EYFS, these images should only be taken on school equipment; the personal equipment of staff must not be used for such purposes (see below);
 - o care should be taken when taking digital / video images that students are appropriately dressed and are not participating in activities that might bring the individual or the school into disrepute;
 - o pupils must not take, use, share, publish or distribute images of others without their permission;
 - o photographs published on the school website that include students should be selected carefully and comply with good practice guidance on the use of such images.

Pupils should ensure that they:

- understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so;

⁶ In KES, the role of Digital Safety Coordinator is fulfilled by the Deputy Head of KES, in KEP the role is undertaken by the Head and Head of Computing & Digital Innovation KEP, and at KEA/N by the Head of KEA

⁷ Including - Digital Use Policy; Bring Your Own Device (BYOD) Procedure; Acceptable Use Procedure; Guidance to Staff on use of images and social media.

- understand the importance of adopting good digital safety practice when using digital technologies out of school and realise that the school's behaviour policy also covers their actions out of school;
- adhere to the specific guidelines set out in the *Bring Your Own Device Procedure* and the *Acceptable Use Procedure(s)*

Whilst regulation and technical solution are very important, their use must be balanced by educating pupils to take a responsible approach. Digital Safety education will be provided in the following ways:

- a planned digital safety programme provided as part of ICT/ PSHE/ other lessons throughout the school, as appropriate for the age of the pupil, with the aim of reinforcing key digital safety messages (ensuring pupils understand the risks posed by others who use the internet and social media to bully, groom, abuse or radicalise⁸ young people) as part of a planned programme of tutorial/pastoral activities;
- when using digital images, staff are to inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet, e.g. on social networking sites and via apps.

For further information regarding the filtering and monitoring systems which are in place and the school's measures to manage access to 3G, 4G and 5G on the school site, please refer to the King's Ely Digital Use Policy.

Child protection Child-on-Child abuse and bullying⁹

All forms of Child-on-Child abuse are unacceptable and will be taken seriously. The School will create a whole school protective ethos in which Child-on-Child abuse, including sexual violence and sexual harassment will not be tolerated. Child-on-Child abuse can happen both inside and outside of the school and online. Even if there are no reports in the school this does not mean it is not happening; it may be that it is just not being reported. Staff should challenge inappropriate behaviours between children that are abusive in nature.

Bullying of any type will be considered to be Child-on-Child abuse unless proven otherwise. Bullying is the intentional or thoughtless hurting, harming, or humiliating of another person by physical (including sexual), verbal (including through the use of cyber-technology, such as social websites, mobile telephones, other electronic devices with imaging and sharing capabilities, text messages, photographs, or email) and emotional means. It might be driven by actual differences or perceived differences. The damage inflicted by bullying (including cyber-bullying) can frequently be underestimated. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the seriousness of violence (including sexual violence) that these forms of bullying characterise through inappropriate sexual behaviour. It is important for schools to consider whether to apply safeguarding procedures both to young people being bullied and to

⁸ The use of social media for online radicalisation (July 2015)

⁹ Please refer to the DfE guidance *Preventing and Tackling Bullying (2017)* and *King's Ely Social Respect (Anti-Bullying) Policy & Strategy*.

perpetrators. Young people being bullied may need to be protected from the young person engaging in bullying behaviour and if a young person is engaging in these behaviours this may be an indication that they are acting out the prejudices they see, to fit in. It could also be an indication that the young person could be experiencing abuse at home and therefore require some form of safeguarding intervention.

Thresholds for referring bullying issues to external agencies exist at King's Ely. Any bullying incident or pattern of bullying which involves illegal acts or abusive actions, behaviours or intentions will be recorded in the serious bullying incident files maintained by the Principal. Issues are referred to external agencies by the Principal or DSL in consultation with the appropriate Head of Section, who are all DSOs. In addition to those processes, any serious bullying case will be referred as part of the Child Protection procedures at the school. Bullying or Child Protection and Safeguarding concerns which are connected to the radicalisation of students or which fall under the school's Prevent duty, will be referred by the DSL, or the DDSL who is the Prevent Lead, or Principal, to Prevent Team, Cambridgeshire Police (Prevent contact: prevent@cambs.police.uk).

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. In all cases where a crime could have been committed, the matter will be reported to the police.

Child-on-Child abuse can manifest itself in many ways. This can include, but is not limited to, bullying (including cyber-bullying); physical abuse (such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm); sexual bullying or causing someone to engage in sexual activity without consent or teenage relationship abuse (including sexual violence, sexual harassment, forcing someone to strip, touch themselves sexually, engage in sexual activity with a third party, and sexual abuse in intimate personal relationships between children, and which may include an on-line element which facilitates, threatens and/or encourages sexual violence); consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual imagery); initiation/hazing type violence and rituals; and 'upskirting' (in which anyone of any gender, can be a victim and which is part of the Voyeurism (Offences) Act, April 2019 and a criminal offence that typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm). There are clear links with sexual exploitation and domestic abuse.

This form of abuse will not be tolerated or passed off as 'banter' or 'part of growing up'. The School will ensure that staff do not dismiss instances of Child-on-Child abuse, including sexual violence and sexual harassment as an inevitable part of growing up. Any concerns of child-on-child abuse will be reported to

the DSL or a DDSL in line with the School's safeguarding reporting procedures. Victims will be appropriately supported. Any indication that a child has suffered from Child-on-Child abuse will be dealt with under the child protection procedures outlined in this policy.

The School recognises that girls, children with special educational needs and disabilities and LGBT children are at greater risk and will ensure that these children have a trusted adult in School to talk to. Training will be provided to staff about recognising and responding to Child-on-Child abuse, including the risk of intra-familial harms and provide support to siblings following incidents when necessary, and raising awareness of the gendered nature of child abuse, with girls more likely to be victims and boys perpetrators. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.

King's Ely includes within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online (see Appendix 13). This may include covering relevant issues through Relationships Education and Relationships and Sex Education or PSHE.

King's Ely considers that consensual sharing of nude or semi-nude images and/or videos between older children of the same age may require an educational response in that whilst it may not be abusive the children should know that it is illegal.

Additional guidance on sexting can be found in "Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS).

Sexual Violence and Sexual Harassment between children

The School recognises that sexual violence and sexual harassment can occur between two children of any age and sex and that its staff are expected to maintain an attitude of 'it could happen here'. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting, or physical behaviour such as deliberately brushing against someone. On-line sexual harassment may include non-consensual sharing of sexual images and videos, sexualised on-line bullying, unwanted sexual comments and messages, and sexual exploitation, coercion, and threats. Child-on-Child sexual violence and sexual harassment can occur wholly on-line, or concurrently on-line and off-line, or technology may be used to facilitate abuse.

The School will not tolerate sexual violence or sexual harassment and will provide staff training on how to manage a report of sexual violence or sexual harassment. All decisions will be made on a case-by-case basis. The School will consider the welfare of both the victim(s) and perpetrator(s) in these situations, including the safety of the victim, alleged perpetrator and any other children or staff involved, offer appropriate support, and reassure the victim that he/she is being taken seriously. The wishes of the victim will be taken into consideration when decision-making.

In such circumstances, the School will refer to the Safeguarding Children Partnership Board's Child Sexual Behaviour Assessment Tool and if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or another form of sexual abuse. undertake risk assessments as appropriate which will be recorded and kept under review.

For further guidance see 'KCSIE Part 5', UKCIS publications 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' and 'Sharing nudes and semi-nudes advice for education settings'.

Substance Misuse and Child Protection

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse
- where the misuse indicates an urgent health or safeguarding concern
- where the child is perceived to be at risk of harm through any substance associated with criminality.

Children of Substance Misusing Parents/Guardians

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/guardians they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children;
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- Disturbed moods as a result of withdrawal symptoms or dependency;
- Unsafe storage of drugs and/or alcohol or injecting equipment.

Domestic Abuse (DA)

Where there is DA in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. DA is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate

partners or family members regardless of gender or sexuality. This 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, the following types of abuse: Psychological, physical, sexual, financial, and emotional. Children can be victims of DA. They may see, hear or experience the effects of abuse at home and/or suffer DA 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.

Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

When we identify a concern with domestic abuse where a pupil has been present the School will provide appropriate support. When Cambridgeshire Education Safeguarding Team share information with the DSL concerning a pupil experiencing domestic abuse in a family then all information sharing will be undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notification to Schools, Colleges and Early Years Settings.

Prevention of Radicalisation

Since 2010, when the Government published the Prevent Strategy as part of CONTEST, there has been an awareness of the specific need to safeguard children, young people, and families from violent extremism. There have been several occasions both locally and nationally, in which extremist groups have attempted to radicalise susceptible children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people susceptible to future manipulation and exploitation. King's Ely is clear that this exploitation and radicalisation should be viewed as a safeguarding concern¹⁰.

The Counter-terrorism and Security Act 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of "building children's resilience to radicalisation".

Staff must be alert to the sign of radicalisation and gang culture. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent Lead. Staff should also be aware of the following website, providing useful information and guidance: <http://educateagainsthate.com/>.

¹⁰ "The Prevent Duty: Departmental Advice for schools and childminders" (April 2021) (see <https://www.gov.uk/government/publications/prevent-duty-guidance>)

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. CSE affects boys and girls and can include children who have been ‘moved’ (commonly referred to as trafficking) for this purpose of exploitation. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status or of a well-known social standing, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. This includes young people aged 16 and 17 years who can legally consent to have sex. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation as well as being physical can be facilitated and/or take place through the use of technology¹¹.

High profile cases in the public domain and the most recent Cambridgeshire training materials used with staff at King’s Ely highlight the need for all staff to be vigilant with regard to the possibility that children may be at risk due to them being exploited. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. Some children may not realise that they are being exploited (for example they may believe they are in a genuine romantic relationship or it may happen without their knowledge, such as through the sharing of images and/or videos of them on social media).

As set out in KCSIE Part 5 and DfE Guidance, staff who work with children should:

- be aware of the complexity of issues around consent (for example, recognition that a victim of CSE may have been sexually exploited even if the sexual activity appears consensual).
- be aware that abuse can be carried out by perpetrators who are female or children of a similar age to the victim;
- recognise that the abuse may be perpetrated by an individual or a group and can be a one-off occurrence or a series of incidents over time;
- be aware of how to work with young people who may be susceptible to or who are experiencing grooming;
- recognise the violent nature of some instances of CSE as well as the existence of intra-familial child abuse.

¹¹ Keeping Children Safe in Education (Part 5) and “Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation”(February 2017). This guidance should be read alongside “Working Together to Safeguard Children”(July 2018).

The school's PSHE scheme of work highlights the risks of Child Sexual Exploitation in an age appropriate way. The link to the promotion of and awareness of the need for digitally safe behaviours is clear. E-safety is promoted throughout all sections of the school.

The School recognises that young people who go missing can be at increased risk of sexual exploitation and has appropriate procedures in place (see Missing Child page 30 below and King's Ely *Missing Child Policy*).

Reporting procedures are clear and via DSO's, Principal or Chair of Governors. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

Female Genital Mutilation¹² (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is internationally recognised as a violation of the human rights of girls and women and is illegal in most countries, including in the UK. It is a statutory duty for all staff doing teaching work in England and Wales to report 'known' cases of FGM or where an act of FGM appears to have been carried out in under-18s which they identify in the course of their professional work to the police.¹³ Teachers should discuss any such cases with the DSL and involve social care as appropriate, but the Teacher will personally report to the Police that an act of FGM appears to have been carried out.

Since 2014, training materials at the school have explained that cases of FGM are prevalent within the school-aged population in the UK. Therefore, colleagues are required to be vigilant in this regard and be alert to possible signs and symptoms which may indicate that a student is at risk from, has undergone or has been physically or emotionally connected with an act of FGM. The materials used to train all staff explain what signs and symptoms to be alert to and underlines the statutory duty to report any concerns through the usual safeguarding routes at the school. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures and concerns reported to the Designated Safeguarding Lead who will make appropriate and timely referrals to Social Care. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

A regular report is run via iSAMS, the school's database, to identify those pupils that may come from a geographic area where FGM is prevalent.

¹² Please refer to KCSIE p160; DfE Statutory Guidance "Multi-agency statutory guidance on female genital mutilation" for further information. The DfE has also published further information and guidance for professionals Female Genital Mutilation Risk and Safeguarding: Guidance for Professionals.

¹³ Multi-agency statutory guidance on female genital mutilation.

Honour-Based Abuse (HBA)

HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

Forced Marriage

Forcing a person under 18 years of age into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Young carers

Children who are living in a home environment which requires them to act as a young carer for a family member or friend, who is ill, disabled or misuses drugs or alcohol can increase those children's vulnerability and they may need additional support and protection. The School will seek to identify young carers and be vigilant to their welfare and offer additional support or signpost to external agencies as appropriate, including referring to Early Help or Social Care as required.

Child Criminal Exploitation (CCE)

CCE is a form of abuse which includes children being forced or manipulated into committing crimes, such as vehicle crime, shoplifting or threatening/committing serious violence to others. CCE affects boys and girls and can include children who have been 'moved' (commonly referred to as trafficking) for this purpose of exploitation. It is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young persons to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if the activity appears consensual. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Children may become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt or into carrying weapons, such as knives. As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed to or consented to (KCSIE p15). All staff will consider whether children are at risk of abuse or exploitation in situations within or outside their families.

The experience of girls who are criminally exploited can be very different to that of boys and that the indicators may not be the same. Boys and girls who are being criminally exploited may be at higher risk of CSE. Children who go missing or are absent from education can be at increased risk of Child Criminal Exploitation and or trafficking and has appropriate procedures in place (see Missing Child page 28 below and King's Ely *Missing Child Policy*).

The DSL will complete the SCPB Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management Tool and refer to Social care if there is a concern that a young person may be at risk of criminal exploitation.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern Slavery: how to identify and support victims - Gov.UK.

Child Abduction and community safety incidents.

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child and may be committed by parents or other family members, or by people known but not related to the child (such as neighbours, friends and acquaintances) and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example people loitering nearby or unknown adults engaging children in conversation.

As children grow older and are granted more independence (for example start walking to school on their own) it is important that they are given practical advice on how to keep themselves safe. These lessons should focus on building children's confidence and abilities rather than simply warning them about all strangers.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children, for 5-11 year olds and for 12-17 year olds. These guides explain each step of the process, support and special measures that are available, including diagrams of courtroom structure and use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflicted families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information of the dispute resolution service which may be useful for some parents and carers.

Privately Fostered Children

Private fostering is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The School will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements of which it is aware and refer to the Specialist Fostering Team.

Children who have Family Members in Prison

The School recognises that children with family members in prison are at risk of poor outcomes, including poverty, stigma, isolation, poor mental-health and poor attendance. The School will seek to work with the family and child to minimise the risk of the child not realising their full potential. Information shared by the family will be treated in confidence and shared on a 'need to know' basis.

Serious violence

The School recognises that staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school or change in friendships or relationships with individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of exploitation.

Risk factors that increase the likelihood of involvement in serious violence include being male, frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in crime.

Advice is provided in the Home Office's 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county line guidance'.

PROCEDURES

King's Ely follows the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board "*Inter-Agency Procedures*".¹⁴

The Designated Safeguarding Lead (DSL) is Charlie Fisher (Deputy Head, King's Ely Senior). James Gibbs (Senior Wellbeing Advisor) is the school's registered Lead for the Prevention of Radicalisation.¹⁵ The DDSLs are Jonathan Shaw (Head, King's Ely Senior), Simon Kibler (Head King's Ely Prep), Faye Fenton-Stone (Head, King's Ely Acremont and Deputy Designated Safeguarding Lead with responsibility for the Early Years Foundation Stage) and Dr Roger Axworthy (Executive Officer) who has responsibility for advising on Legal and Compliance matters. It must be noted that the lead responsibility for child protection remains with the DSL and cannot be delegated. Furthermore, whilst recognising that Child Protection is a collective responsibility of the Governing Body and this responsibility cannot be delegated to one person, **the designated Child Protection Governor for King's Ely is Chris Meddle**, who is experienced in Child Protection. He meets at least half termly with the DSL and actively reviews the school's effectiveness in implementing this policy, acts as direct liaison with the Governing Body and is involved/consulted by the school as necessary. As befits the role, the designated governor has undertaken appropriate safeguarding training. Furthermore, the Board of Governors has appointed a governor with responsibility for boarding who maintains an overview of boarding at King's Ely and a governor with responsibility for the Early Years Foundation Stage, both of whom report back to the Governing Body.

The Governing Body recognises the importance of governors receiving the necessary training to ensure that they have the knowledge to enable them to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at the School are effective and support the delivery of a robust whole school approach to safeguarding. This includes ensuring the School's IT system has appropriate filtering and monitoring systems in place and regularly review their effectiveness; and to ensure that the School leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. To this end governors undertake regular training with the DSL including their obligations under the Prevent duty and the requirement that the school fully integrates this duty within its safeguarding duty, and are required to complete a selection of certificated on-line safeguarding courses through Educare.

In addition governors will be made aware of their obligations under the Human Rights Act 1998, Equality Act 2010, and the local multi-agency safeguarding arrangements.

¹⁴ A copy of these procedures can be found on the SCPB website

<http://www.safeguardincambspeterborough.org.uk/chidren-board/> SCPB

¹⁵ As per the Prevent duty: a duty under S.26 of the Counter-Terrorism and Security Act 2015 "*to have due regard to the need to prevent people from being drawn into terrorism*".

Each section of King's Ely has at least one designated senior member of staff¹⁶ with responsibility for child protection and welfare matters (DSO), who has undertaken the two day training course provided by Cambridgeshire County Council Education Safeguarding Team (updated at least every two years and which includes local inter-agency working protocols and training in the SCPB's approach to the Prevent duty). The list of the School's Designated Safeguarding Officers is at Annex 7 of this Policy.

In addition to the formal training set out above, the DSL, DDSLs and the DSOs refresh their knowledge and skills, via bulletins, meetings, Educare and Judicium on-line courses, and further reading, at least annually.

A DSO will be the first point of contact for pupils, parents, staff, and external agencies in all matters of child protection. During term time, the DSL (or a DDSL) will always be available during school hours for staff to discuss any safeguarding concerns. If the DSL or a DDSL is unavailable, this should not delay the appropriate action being taken. In such circumstances staff should speak with another member of the School SLT who is a DSO and any action taken reported to the DSL or a DDSL as soon as practically possible.

If a DSO/DDSL is the subject of a complaint, his/her duties will be carried out by the Principal. In the case of a complaint against the Principal, the matter is referred to the Chair of Governors, without the Principal being informed first (the Chair of Governors will liaise with the DSL or DDSL (if the DSL is unavailable), as the DSL/DDSL has a higher level of training and can advise on appropriate procedures).

King's Ely recognises the importance of the role of the DSL/DDSL who are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns; and ensures that the role is explicit in the role holder's job description and they have the time, training and support necessary to undertake their duties (as outlined in the [Designated Person Role Specifications](#)).

The school will also provide initial and subsequent full training courses in child protection, including online safety (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and 'Prevent' awareness (updated fully at least every three years and updated regularly during intervening periods via bulletins, briefings and staff meetings) for all staff (paid and unpaid) who work on site (this includes those who work at school on a self-employed basis or under contract with a different employer (e.g. contract cleaners), governors and temporary staff and volunteers. A governor will undertake a health and safety briefing and the safeguarding (including child protection) induction as provided to staff, including being provided with the documentation listed at footnote 17 below; and online training in GDPR and data protection, data Security and Online Safety.

Furthermore, child protection and Prevent training is also provided to all Cathedral staff who work with King's Ely pupils. As part of the induction process, the DSL will arrange training for all new members of staff (paid and unpaid; as described above). This training will include familiarisation with key safeguarding

¹⁶ Please see Appendix Six for details of the Designated Persons (including contact details)

material¹⁷ as well as attendance at the School's child protection induction training (which includes local SCPB advice, Prevent Duty, on-line safety, and any other local updates as required) delivered by one of the Designated Persons. In addition, all staff members (paid and unpaid) receive regular safeguarding and child protection updates as required and usually on a termly basis. All colleagues carry a King's Ely child protection prompt card with their ID badges¹⁸.

Through its policies, procedures and training, King's Ely undertakes to ensure that every member of staff (paid and unpaid) and every governor:

- knows the names of the DSOs/DDSLs/DSL and their role;
- is aware of the need to be alert to signs of abuse (including possible CSE, FGM and radicalisation) and neglect (including frequent absences from school) and knows how to respond to a pupil who may tell of abuse (including avoiding asking leading questions and explaining that confidentiality cannot be promised);
- knows 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; that barriers can prevent a child from making a disclosure, such as feelings of embarrassment or humiliation, being threatened, language barriers or disabilities etc. Staff should exercise professional curiosity and speak to the DSL if they have concerns.
- knows that they have a mandatory responsibility to report to the police (telephone number 101), cases where they discover an act of FGM appears to have been carried out. Such cases may also be discussed with the DSL and involve Children's Social Care.
- knows that they have an individual responsibility for referring child protection concerns to a DSO/DDSL/DSL or directly to children's social care services and if they have concerns about a child's welfare should act on them immediately;
- feels able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing procedures;
- knows the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
- has read and understood the most up-to-date version of Part 1 with Annex of KCSIE, the King's Ely Safeguarding (including Child Protection) Policy; the King's Ely Behaviour Policy; the King's Ely Staff Code of Conduct; and "What to do if you're worried a child is being abused: Advice for practitioners";

¹⁷ The Safeguarding Pack provided to all new members of staff (paid and unpaid) contains the following key safeguarding related documents: King's Ely Safeguarding (including Child Protection) Policy; King's Ely Staff Code of Conduct; SCPB booklet on Basic Child Protection; "Keeping Children Safe in Education" Part 1 and Annex B; "Working Together to Safeguard Children"; "Guidance for Safer Working Practice for Adults who Work with Children and Young People"; "What to do if you're worried a child is being abused: Advice for Practitioners"; "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers"; King's Ely Behaviour Policy; King's Ely Missing Child Policy; King's Ely Attendance and Unauthorised Absence Policy; King's Ely Whistleblowing Policy and King's Ely Guidance to Staff on the Use of Images and Social Media;. Where the School determines it appropriate for those staff who are considered to not directly work with children or where English is a second language, the Safeguarding Pack will include "Keeping Children Safe in Education" Annex A.

¹⁸ Please see Appendix Seven.

- is aware of the appropriate forms of interaction with pupils, including acceptable methods of digital communication (please refer to the safeguarding section of the *King's Ely Staff Code of Conduct*, which can be found on Sharepoint);
- understands their role in the early help process;
- knows the process for making referrals to children's social care;
- knows what is meant by, and the importance of, showing professional curiosity, including about the IT usage of the pupils they come into contact with and should report any concerns via the normal safeguarding channels.

Furthermore, King's Ely is committed to ensuring that:

- parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the King's Ely Child Protection Statement;
- robust procedures are in place for handling cases of suspected abuse (including allegations against staff, supply staff and volunteers) and radicalisation which are consistent with those agreed by the SCPB; so that, in the case of a child who has suffered, or is likely to suffer significant harm, the matter is reported to local children's social care services, and wherever the allegation is against a member of staff, to the Local Authority Designated Officers (LADO);
- any deficiencies or perceived weaknesses in child protection arrangements are addressed without delay;
- child protection arrangements are reviewed and, if necessary, amended in the light of changing regulations or recommended best practice.

School's Reporting Arrangements

If a parent or guardian, member of staff (paid or unpaid) or a pupil should have any concerns of a child protection nature, they should immediately contact a DSO/DDSL/DSL in the appropriate section of the school (although, it should be noted that the individual with concerns, may refer to children's social care directly in the case of a child at risk (if anyone other than the DSL makes the referral, they should inform the DSL as soon as possible). In all cases where a crime could have been committed, the matter will be reported to the police.

It is recognised that all staff should be aware that safeguarding incidents or behaviours can be associated with factors outside the school and the home and or can occur between children outside the school and the home. All staff, especially the DSO/DDSL/DSL, should consider whether children are at risk of abuse or exploitation in situations outside their families. This is known as **Extra Familial Harms**. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. The context within which such incidents and/or behaviours occurred and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare are to be considered. This is **Contextual Safeguarding**. Children's Social Care assessments should consider such factors and schools provide as much information as possible as part of the referral process.

Concerns about a Child in need

If staff have concerns about a child (as opposed to the child being in immediate danger) they should inform the DSL/DDSL or one of the other DSOs to discuss the situation and decide upon the course of action to take (although any staff member can make a referral to children's social care). In this situation, options could include referral to specialist services or Cambridgeshire County Council Targeted Support Service. The local authority will make a decision within one working day of a referral being made about what course of action they are taking and will let the referrer know. Staff should follow-up a referral, should this information not be forthcoming. If, after a referral, the child's situation does not appear to be improving the DSL will press for reconsideration to ensure that concerns have been addressed and that the child's situation improves.

Child in danger or at risk of harm

Staff should be aware of safeguarding issues that can put a child at risk of harm, such as behaviours linked to drug-taking or alcohol misuse, absence from education, serious violence including that linked to county lines), radicalisation, and consensual and non-consensual sharing of nude and semi-nude images and /or videos can be signs that a child is at risk. Situations involving, or potentially involving, the safeguarding of children who have suffered or are at risk of suffering serious harm (child at risk), should be referred to children's social care services immediately (by the DSO/DDSL/DSL or the individual with concerns). Please refer to *Appendix Two: Action where there are concerns about a child*.

Risk of Radicalisation, Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)

As with managing other safeguarding risks, staff are alert to changes in pupils' behaviour which may indicate that they are in need of help or protection. (Please see Appendix Five '*Vulnerability Framework: how to identify children at risk*'). In the case of pupils identified as being at risk of radicalisation, the Prevent lead (DSL) or the Principal will make a referral to the Prevent Team, Cambridgeshire Police (prevent@cambs.police.uk). Staff should note that emergency situations involving radicalisation, FGM or CSE should be reported to the relevant authorities via telephone number 101 or for radicalisation also via telephone number 01480422277 (The Police Prevent Office).

Allegations of abuse against staff, including the Principal/Head, DSL, supply staff, volunteers and contractors

In keeping with the School's open and transparent culture of safeguarding, any concerns about adults working with children will be dealt with promptly and appropriately

In all cases where abuse is suspected or a sustainable allegation made, the information should be reported to the Principal (in the case of a complaint against the Principal, the complaint should be referred to the Chair of Governors, contactable via the Clerk to the Governors¹⁹, without informing the Principal), who will follow the procedures as set out in Part four of "*KCSIE September 2023*" as well as the recommended

¹⁹ ClerktotheGovernors@kingsely.org

procedures of Cambridgeshire County Council and will, within one day of the allegation being made, consult with the LADO. The Named Senior Officer will liaise with the LADO, ensuring that all allegations are reported within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Staff may consider discussing any concerns about fellow members of staff with the DSL or a DDSL and make any referral, or where a conflict of interest may exist in reporting the matter to the Principal, via the DSL. It should be noted that the Principal or Chair of Governors will not seek to interview the child/ren or staff involved until advice has been sought, as doing so may compromise any police interviews that may be necessary (see *Appendix Three: Managing Allegations of Abuse*).

Any allegation of abuse made against a member of staff (including Supply staff, Volunteers and Contractors) which meets the following threshold as set out in KCSIE Part 4, the concern should be reported straight away to the Principal:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour outside of the school.

If the concern or allegation raised does not meet the above threshold, such as sense of unease or nagging doubt or is not in keeping with the Staff Code of Conduct at work or outside work, it is considered a 'low-level' concern and should be reported in accordance with the King's Ely Reporting of Low-level Concerns Protocol. Examples of such behaviour are having favourites, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, being over friendly with children or taking photos of children with mobile phones. If such a concern is about the DSL then it should be reported to the Principal. The term low-level does not mean that it is insignificant, it means the behaviour towards the child does not meet the harms test. All low-level concerns should be recorded on MyConcern by the DSL or a DDSL and include details of the concern and action taken and the name of the person raising the concern should be noted. If the person raising the concern wishes to remain anonymous then that should be respected as far as reasonably possible. The DSL or DDSL will investigate the concern to determine what further action may need to be taken by collecting relevant information, including speaking with the person raising the concern, speaking with the individual involved and any witnesses. If the concern has been raised via a third party, the Principal will collect as much evidence as possible by speaking with the person raising the concern, the individual involved and any witnesses to determine what further action may need to be taken. The information will be recorded with the rationale for the decisions and action taken which may include being considered to meet the harms threshold and therefore referred to the LADO. These records should be reviewed to identify patterns of behaviour, issues within the school, any training required etc.

In some circumstances an allegation may be made against an individual not directly employed by the School, where its disciplinary procedures do not fully apply, such as a supply teacher provided by an Agency or volunteer. Whilst the School is not the employer, the School recognises its responsibility to ensure that the allegation is dealt with properly, in conjunction with the Agency where applicable. In no circumstances will the School cease to use a supply teacher or volunteer due to safeguarding concerns,

without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will follow the guidance given in KCSIE Part 4 in managing such allegations.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If the report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it under the School's Behaviour Policy.

Allegations of abuse against pupils

A pupil(s) against whom an allegation of abuse has been made may be suspended from the School during the investigation on the advice of the LADO and the School's policy on behaviour and discipline will apply, as will local area procedures determined through consultation with the LADO. Child protection concerns will be referred to the LADO. In general, in the event of a disclosure about Child-on-Child abuse, all children involved (whether perpetrator or victim) will be treated as being "at risk". In consultation with the Community Welfare Adviser, it will be considered whether pastoral support is required for the pupil who is the subject of the allegation and whether there is an underlying concern that has caused them to act in this way. This is also the case where an allegation made by a pupil against a member of staff is proved to be malicious.

Whistleblowing

All staff and pupils are required to immediately report to the Principal or, in his absence or if he is the subject of the concern, the Chair of Governors, any concern or allegation about school practices or the behaviour of other staff which are likely to put pupils at risk of abuse or other serious harm including:

- Neglect of professional responsibilities;
- Incompetency;
- Unsafe working practices;
- Inadequate safeguarding precautions;
- Failure to apply safe and compliant recruitment practices;
- Failure to follow statutory guidance and policies;
- Physical Abuse;
- Sexual Abuse;
- Neglect;
- Emotional Abuse;
- Radicalisation.

All staff and volunteers are required to report to the DSO or DDSL/DSL any concern or allegations about pupil behaviour which is likely to put pupils at risk of abuse or other serious harm.

In all cases where a form of abuse or radicalisation is possible, such reports should be passed to the LADO immediately. Contact details for the LADO and other external organisations, including the Cambridgeshire Prevent Officer, are listed below.

Staff and volunteers have the right make direct referrals to the local Authority or Ofsted. KCSIE advises that the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school (tel. number 0800 028 0285 from 8am to 8pm Monday to Friday and email: help@nspcc.org.uk).

Anyone making such a report, provided that it is done in good faith, will do so with the full support of the school and receive appropriate support. Where a member of staff other than the DSL makes a referral to the Local Authority or other external agency, including the Police, the member of staff should inform the DSL, or in the absence of the DSL, a DDSL or Principal, as soon as possible thereafter. Reports should be completed in writing, signed, and dated by the colleague making the report.

Liaison with other agencies

King's Ely will work to develop effective links with relevant services to promote the safety and welfare of all pupils and will co-operate as required with key agencies in their enquiries regarding child protection matters (including attendance and providing written reports at child protection conferences and core groups). The school will construct Individual Welfare Plans for children in need and complete EHA forms to identify possible support accessible through other local services. All staff at King's Ely understand the importance of identifying children who may benefit from early help (providing help and support as soon as a problem emerges to meet the needs of children at any point in a child's life²⁰). In the first instance, early help requirements will be discussed with the DSL. Following on from this, staff will support other agencies and professionals in an early help assessment, as required.

King's Ely will notify the relevant Social Care Team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

Record Keeping and MyConcern

All safeguarding concerns are recorded on the School's MyConcern database. The Designated Person(s) will maintain clear, detailed, accurate, records of all concerns, discussions and decisions made (and the reasons for these decisions) about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. If in doubt about recording requirements, staff should discuss with the DSL. All safeguarding records are kept securely on MyConcern, separate from the main pupil file. Historic hard copy written safeguarding records are kept separate from the main pupil file

²⁰ Detailed information and guidance on the early help process can be found in Working Together to Safeguard Children.

and in a locked location. Safeguarding records should include a clear and comprehensive summary of the concern reported, the child's wishes and feelings, details of how the concern was followed up and resolved; a note of the action taken, decisions reached and outcome, and a record of any discussion/communication with parents, other agencies etc.

All relevant child protection records are sent to the receiving school or establishment when a pupil moves schools, 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 to have support in place for when the child arrives, in accordance with KCSIE and the Education Safeguarding Record Keeping Guidance. Parents will be made aware that such records exist, except where to do so would place the child at risk of harm. All actions and decisions will be led by what is considered to be in the best interests of the child. Record keeping procedures follow the guidelines issued to DSOs by Cambridgeshire Education Safeguarding Team.

Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse, exploitation and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998. The Data Protection Act 2018 and GDPR do not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. "Need to know" information is shared when the sharing of information will contribute to the safeguarding of a child. Safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data.

The DSL/DDSL/DSO will disclose information about a pupil to other members of staff on a 'need to know' basis. With the disclosure of such information parental consent may be required.

The School will aim to secure parental consent to share information if such consent is required. However, the School will be mindful that the 'safeguarding of children and individuals at risk' is a processing condition which allows practitioners to share special category data, including without consent, such as the situation where to seek parental consent would place the child at increased risk of harm. Information may be shared without consent also if the School believes that there is a good reason to do so, and that the sharing of the information will enhance the safeguarding of the child in a timely manner. It is also legitimate to share information without consent where it is not possible to gain consent or it cannot be reasonably expected that a practitioner gains consent. The decision to either share or withhold information, with whom the information has been shared and why will be recorded in accordance with WTSC. Particular circumstances when parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.

Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the

child protection record. If any member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parents or a request to see child protection requests, they will refer the request to the DSL or Principal.

The DSL will take advice from the appropriate external agencies, such as the Information Commissioner's Office, regarding sharing confidential information and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

Use of Reasonable Force

The use or threat of corporal punishment is outlawed for all pupils in all schools; the law forbids a teacher or other member of staff from using or threatening any degree of physical contact that is deliberately intended to punish a pupil or that is primarily intended to cause pain or injury or humiliation. Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. Other staff may do so, in the same way as teachers, provided they have been authorised by the Principal to have control or charge of pupils. With this in mind, all staff at King's Ely will be aware of the policy on the *Use of Reasonable Force to Control or Restrain Pupils*. Any use of reasonable force or potentially inappropriate physical contact must be reported immediately to the Principal.

Taking, Using and Storing of Images of Pupils

According to the King's Ely Terms & Conditions, parents who accept a place for their child, agree to the school using anonymous photographs of their child for promotional, display or communication purposes, unless they express, in writing, to the contrary. Any such pupil images that the school may use will never identify an individual pupil by their full name, unless prior permission has been sought²¹. Furthermore, parents and guardians are prohibited, via email disclaimer, from re-distributing or in any way from using the images contained in digital school publications (such as school newsletters). Parents are welcome to take photographs of their own children taking part in school events (unless the use of a camera would be inconsiderate) but should be aware that they must not take photos of other pupils on their devices without the prior agreement of that pupil's parents or guardians and should not distribute images of children without prior consent. Additionally, the school will complain to the Press Complaints Council if the media fails to follow the appropriate code of practice for the protection of young people.

It is customary that pupils are photographed upon entry to the school and at regular intervals as they progress to the next section of the school. These images are stored in iSAMS which is a secure, password protected management information system and therefore can only be accessed by authorised members of staff. On the occasion when parents submit photographs of their children to staff for use within school, staff must ensure that the images are stored securely, deleted when no longer needed and that a note is kept of the parental permission to have and use the image.

²¹ Permission will be sought from the parents/ guardians of children under 12 years old; from the pupil and parents/guardians of children over 12 years old; and for those over 16 years old, permission will be sought from the pupil.

For further information on the School's safeguarding arrangements for taking, using, and storing pupil images see *Guidance to Staff on the Use of Images and Social Media*.

The use of the school's CCTV system is detailed in the *King's Ely CCTV policy* and access to, and disclosure of, images of pupils recorded by the surveillance equipment is restricted and carefully controlled by the Chief Operating Officer.

In the Early Year's Foundation Stage (EYFS), use of mobile telephones and other electronic devices with imaging and sharing capabilities are strictly regulated. To this end, staff on the King's Ely Acremont and Nursery site are only permitted to use personal electronic devices in the staff room and must not use their personal telephones or other electronic devices with imaging and sharing capabilities to take photographs of the children. Such devices must be stored in the staff room whilst on site. External visitors are also required not to use their mobile telephones or any electronic devices capable of taking or sharing images and are supervised whilst on the premises.

Charity Commission

As a School with charitable status (Charity number 802427) the Governors as Trustees of the Charity have regard for the Charity Commission guidance on charity and trustee duties to safeguard children. As a matter of good practice, any serious incident (including safeguarding) that has resulted or could result in a significant loss of funds or a significant risk to the school's property, work, beneficiaries or reputation should be reported by the Trustees to the Charity Commission in a timely manner.²² In practice, this may be delegated to the Clerk to the Governors or a professional advisor.

Use of School premises for non-school activities

King's Ely premises and facilities are regularly let to external organisations and/or individuals. When hiring out school premises and facilities the School will have due regard to the guidance Keeping children safe in out-of-school settings regarding safeguarding arrangements expected of these hirers and will require assurances that appropriate safeguarding arrangements are in place to keep children safe, including child protection policies and procedures and liaison with the school on safeguarding matters, as and when appropriate. To this end the conditions of the hire agreement or other contract agreed with the external organisation or individual will include safeguarding matters for which failure to comply will allow for termination of the agreement or contract. This applies regardless of whether or not the children who attend any of these services or activities are pupils at the School. Where the use of the School's premises or facilities for services or activities under the direct supervision or management of school staff and outside the normal school day, the child protection arrangements as set out in this policy will apply.

²² <https://www.gov.uk/guidance/how-to-report-a-serious-incident-in-your-charity>.

SUPPORTING VULNERABLE CHILDREN / CHILDREN IN NEED

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation, and some sense of self blame. This school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school recognises that some vulnerable children may need to be referred on for appropriate support and intervention.

The school will therefore endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which (i) promotes a positive, supportive, and secure environment and; (ii) gives pupils a sense of being valued;
- the consistent approach of staff which focuses on the nature of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred
- its clear and supportive policy on **drugs, alcohol, and substance misuse**;
- ensuring all safeguarding policies and related guidance documents are communicated regularly and as necessary to all staff;
- liaison with other agencies who support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Targeted Support Teams;
- a commitment to develop productive and supportive relationships with parents/guardians;
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection;
- co-ordination of a school based Individual Welfare Plan through the Community Welfare Adviser and pastoral team;
- the completion of a EHA form to ensure that local services are accessed as appropriate;
- keeping records and notifying Social Care as soon as there is a recurrence of a concern.

Additionally, the school provides leadership training to our King's Ely Senior Heads of School and their team of senior pupils and King's Ely Prep Prefects and Ambassadors, which specifically covers child protection and the importance of offering support and assistance to younger and to vulnerable pupils.

Procedures are now in place nationally, and to which King's Ely subscribes, to ensure that child protection concerns are sought for all new pupils and sent on to new educational establishments. Therefore, when a pupil subject to a Child Protection Plan leaves, the school will transfer information to the new school immediately and inform the Child Protection Chair and Social Work Team. The DSL will consider also if it would be appropriate to share any information in advance of the child leaving, for example to enable the new school to have appropriate support in place on the child's arrival. The school will also notify the Attendance Officer and Social Care Team if:

- it should have to exclude a pupil on the child protection register either for a fixed term or permanently;
- there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)

Also see Covid-19 Guidance at Appendix 15 of this policy for actions to be taken to safeguard vulnerable children in liaison with Children’s Social Care.

Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities and other vulnerabilities are most vulnerable to abuse and may be unable to communicate instances of possible abuse. Children with SEND may also be disproportionately impacted by issues such as bullying without showing any outward signs. School staff who deal with pupils with disabilities and/or emotional and behavioural problems will be particularly sensitive to indicators of abuse and will be careful not to make assumptions that indicators of possible abuse, such as behaviour, mood, and injury, relate to the pupil’s disability without further exploration. Furthermore, the school will support staff to decide appropriate strategies that will reduce anxiety for the individual child, overcome any existing communication barriers and raise self-esteem as part of an overall support plan agreed with parents/guardians.

Missing Child and children absent from education.

King’s Ely has a *Missing Child Policy*, to be used for searching for and, if necessary, reporting any child missing from School. The policy includes the requirement to record any incident; the action taken, and the reasons given by the pupil for being missing. The King’s Ely *Attendance & Unauthorised Absence Policy* also includes details of the procedures in place to identify and respond to children who are absent from education for prolonged periods and/on repeat occasions which can act as a vital warning sign to a range of safeguarding issues and details triggers for staff to be aware of, such as travelling to conflict zones, FGM and forced marriage. Both policies are available on King’s Ely SharePoint, the external website and in hard copy upon request. For further information see Guidance on School attendance ‘Working together to improve school attendance’.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

King’s Ely operates safer recruitment practices to ensure the suitability of all staff (paid and unpaid) working with our pupils in accordance with the guidance given in *KCSIE*, the *Independent School Standards Regulations (ISSR)* and the *National Minimum Standards for Boarding Schools (NMS)*. These practices include carrying out verification of identity checks on candidates and pre-employment checks: appropriate DBS checks; Barred List checks; prohibition order checks for new staff who undertake teaching work; checks (via the DBS) for prohibition from management of independent schools’ directions²³; online search for

²³ From 12th August 2015 for management positions such as: Heads; SLT; HoDs

digital screening; and reference checks. Applicants for posts who have lived or worked outside the UK will undergo the same checks as all new staff, including obtaining an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, King's Ely will make such further checks as considered appropriate so that any relevant events that occurred outside the UK can be considered. These checks may include criminal records check information from the country in which the applicant has lived or worked or a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. From 1 January 2021 the Teaching Regulation Agency (TRA) Teacher Services will no longer maintain a list of those teachers who have been sanctioned in EEA member states and any applicants who have lived or worked in EEA member states will be required to undergo such further checks as considered appropriate for an applicant who has lived or worked outside the UK. Some staff will also be subject to the 'Disqualification regulations'²⁴ and will be required to complete a self-declaration form as part of their pre-employment checks. For a comprehensive list of pre-employment checks, please refer to the School's Recruitment Policy which is available online and upon request. The following members of staff have undertaken Safer Recruitment training and at least one of these people will form be involved in every recruitment process:

John Attwater (Principal)	Charlie Fisher (DSL, Deputy Head, King's Ely Senior)
Jonathan Shaw (Head of King's Ely Senior)	Mark Hart (Chief Operating Officer)
Lisa Weller (PA to COO & Office Manager)	Jane Thomas (Vice Principal Academic)
Vicky Burford (HR Manager)	Andy Thomas (Director of Boarding)
Maddie Joel (HR Advisor)	Paula Edwards (Fairstead Operations Manager/HR)
Andrew Marshall (Deputy Head, Pastoral, King's Ely Prep)	Laura Roberts (Deputy Head, Academic, King's Ely Prep)
Roger Axworthy (Executive Officer)	Lucy Taylor-Dixon (Lead Counsellor)
Matthew Norbury (Director for International Students)	Simon Kibler (Head of King's Ely Prep)
Faye Fenton-Stone (Head of King's Ely Acremont)	Will Temple (Grounds & Gardens Manager)
Chris Meddle (Designated Safeguarding Governor for King's Ely)	David Tyrell (Head Custodian)
Katie Milne (Early Years Foundation Stage Governor & link Governor for Fairstead House)	Karen Tyrell (Domestic Manager)
	Fiona Sanders-Hewett (Chief Financial Officer & Deputy COO)
	Loveday Perceval-Maxwell (PA to Principal)

King's Ely also ensures that:

- all necessary checks are carried out on the suitability of people who serve on the Governing Body (including enhanced DBS checks which will specify 'children's workforce independent schools' to ensure a Section 128 barred check with the TRA) in accordance with the above regulations and guidance and the *Education (Independent School Standards) (England) Regulations*. A direction under Section 128 of the Education and Skills Act 2008 prohibits an individual from taking part in the management of independent educational institutions, including being a Governor;

²⁴ Under Section 75 of the Childcare Act, 2006 (June 2016 edition) individuals are disqualified from childcare provision if they have committed certain specified offences. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) or the management of such settings.

- where staff from another organisation are working with our pupils on another site, we have received assurances from a responsible person, in writing, that appropriate child protection checks, and procedures have been carried out;
- where staff are working with children on a one-to-one basis (i.e. music or sports tuition) the safer recruitment checks as detailed above will have been carried out on that member of staff before they commence work. Specific attention will always be given, by a senior manager, to safeguarding arrangements where children are engaged in close one to one teaching;
- that all persons over 16, who are not pupils of the school, who live in boarding houses have an enhanced DBS (with barred list) check, as well as a written agreement with the school, detailing their role, appropriate behaviour, and access to children;
- the school site is as secure as circumstances permit and that all visitors to the site are subject to the necessary checks and supervision;

King's Ely recognises that it is an offence to employ anyone in connection with its Early Years and Later Years (under-8s) provision who is disqualified, or for a disqualified person to be directly involved in the management of its Early Years and Later Years (under-8s) provision. The School will ensure that those who fall within the scope of the guidance in accordance with the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 are required to complete a Self-declaration Form confirming whether they or anyone in their household meet any of the criteria for disqualification under the Regulations, as set out in the School's Recruitment Policy. Any staff who have made this declaration and therefore who fall within the scope of the guidance in accordance with the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 have an on-going duty to disclose to the School all relevant information with regard to the statutory guidance.

In the event of an allegation of abuse by a member of staff, immediate provision will be made to ensure that the member of staff ceases to work with children or be accommodated in school accommodation shared with students (accommodation will be provided off-site in the event of an allegation being made against a member of staff who lives in boarding accommodation. In such circumstances, King's Ely is aware of its duty under the Education Act 2011 to prevent the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil, until such time as the accused person is charged with the offence.

Following discussion with the LADO, the school commits to promptly refer to the DBS (PO Box 181, Darlington, DL1 9FA, Tel 01325 953795) any person (whether employed, contracted, a volunteer or student) whose services are no longer used²⁵ because they have caused harm or posed a risk of harm to a child. A compromise agreement will not prevent a referral being made to the DBS nor will a person's refusal to cooperate with an investigation. The duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. In the case of staff engaged in teaching work, any referral to the DBS is then passed on by the DBS to The Teaching Regulation Agency (TRA) Teacher Services. The school will make a separate referral to the TRA when required in accordance with the TRA guidance. Additionally, the school commits to refer to the TRA when a situation does not meet the threshold for DBS referral but does meet the threshold for

²⁵ "Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering"

TRA referral (please refer to the TRA online guidance via the Teacher Services' web page <https://www.gov.uk>)

In addition to the above safer recruitment practices and as part of the school's duty under Prevent, King's Ely also has procedures to ensure that any visiting speakers who are not subject to the prescribed vetting checks (because they will not be left alone with pupils) are suitable (this can be done through an internet search or review of material in the public domain) and appropriately supervised (please refer to the *Visiting Speaker Risk Assessment forms* - located on SharePoint and to be completed by the Principal, the Heads of section and the Vice Principal (Academic) and recorded on the Single Central Register - and the *King's Ely Supervision of Contractors & Visitors to the site*). Please see below for a reminder of the **Aims of Prevent and Channel Panels**

<https://www.gov.uk/government/publications/counter-terrorism-and-border-security-bill-2018-factsheets/prevent-and-channel-panel-factsheet-accessible-version>

USEFUL CONTACT INFORMATION

King's Ely Safeguarding Governor: Chris Meddle	safeguardinggovernor@kingsely.org via School 01353 660700
Customer Service Centre - Social Care Referrals– in office hours (9am–5pm; Mon–Fri)	0345 045 5203
Referrals to the Local Authority – Outside office hours: Emergency Duty Team	01733 234724
Early Help Hub Submission and Support/Advice	01480 376666 Email: Early.HelpHub@cambridgeshire.gcsx.gov.uk
Education Safeguarding Team Named Senior Officer for allegations - Phil Nash, Leadership Advisor	Email: ECPS.General@cambridgeshire.gov.uk Tel: 01223 699448/07920270820
Police (non-emergency) Counter Terrorism Police: Prevent Team (office)FGM – Cambridgeshire Constabulary Child Abuse Investigation Unit (Police) SCPB	Tel: 101 01480 422596 or 101 extension 2596 or 2595 Email Prevent@cambs.police.uk Tel: 101 Email safeguardingboards@cambridgeshire.gov.uk
LADO Local Authority Designated Officers)	Tel: 01223 727967 Email: LADO@cambridgeshire.gov.uk
Office of the Children's Commissioner	0800 528 0731 help.team@childrenscommissioner.gov.uk
National Domestic Abuse Helpline Prevent Office	0808 2000 247 01480 422277
Counter Extremism	
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors	020 7340 7264 counter-extremism@education.gsi.gov.uk
Child and Adolescent Mental Health Services (CAMHS)	0207 089 5050.
Cambridgeshire Sexual Behaviour Service NSPCC Whistleblowing helpline	SexualBehaviourService365@cambridgeshire.gov.uk 0808 800 5000 help@nspcc.org.uk
NSPCC dedicated helpline for reports of sexual assault and abuse in schools	0800 136 663
NSPCC dedicated helpline for reporting FGM	0800 028 3550
Women's Aid 24-hour Domestic Violence Helpline	0808 2000 247

Categories of abuse, neglect and exploitation

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

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment
- Provide suitable education

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

¹ Cambridgeshire County Council: Safeguarding and Child Protection Policy, 2024

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

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.

This may involve:

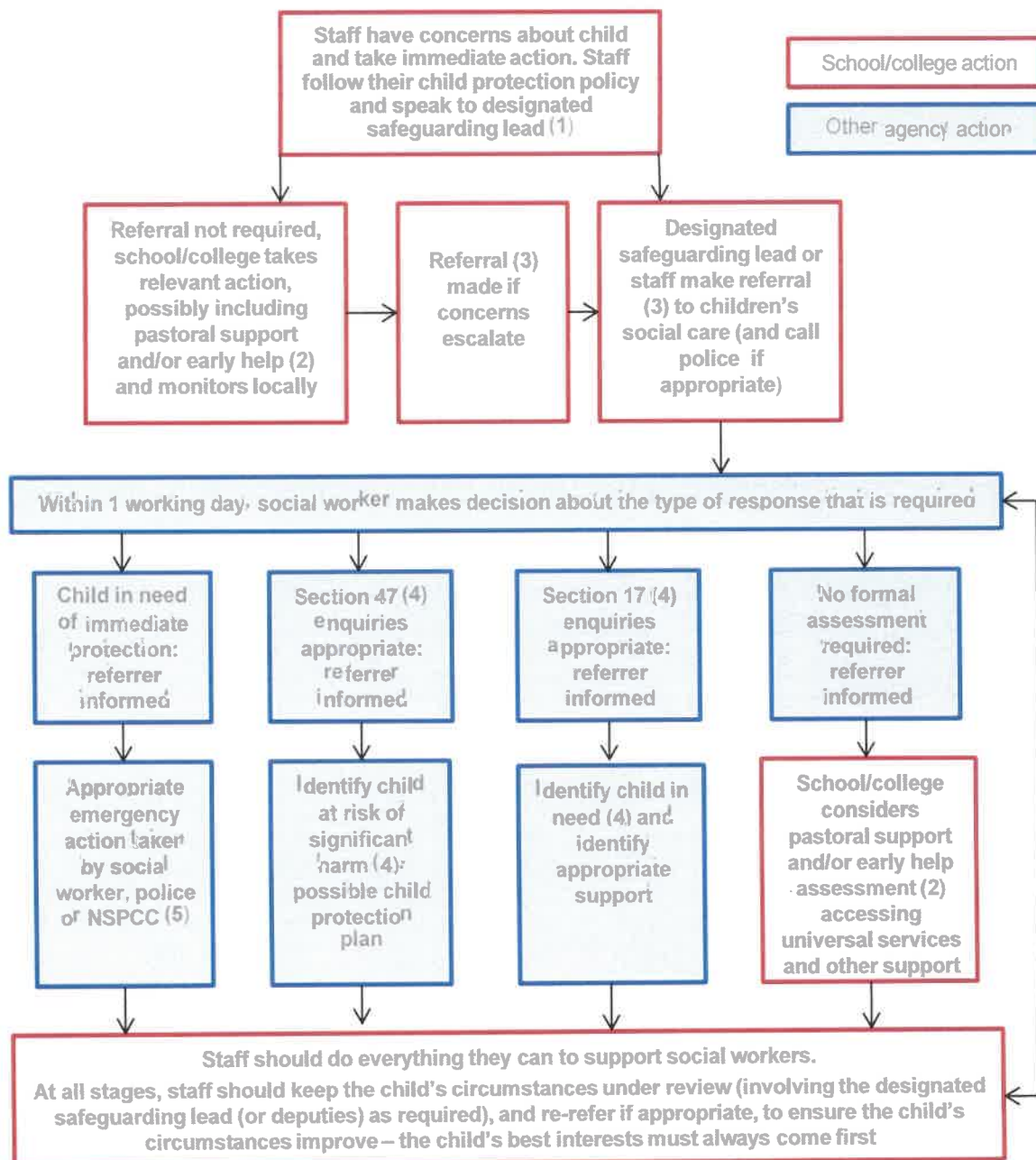
- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- 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.

Child Criminal Exploitation - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

¹ Cambridgeshire County Council: Safeguarding and Child Protection Policy, 2024

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

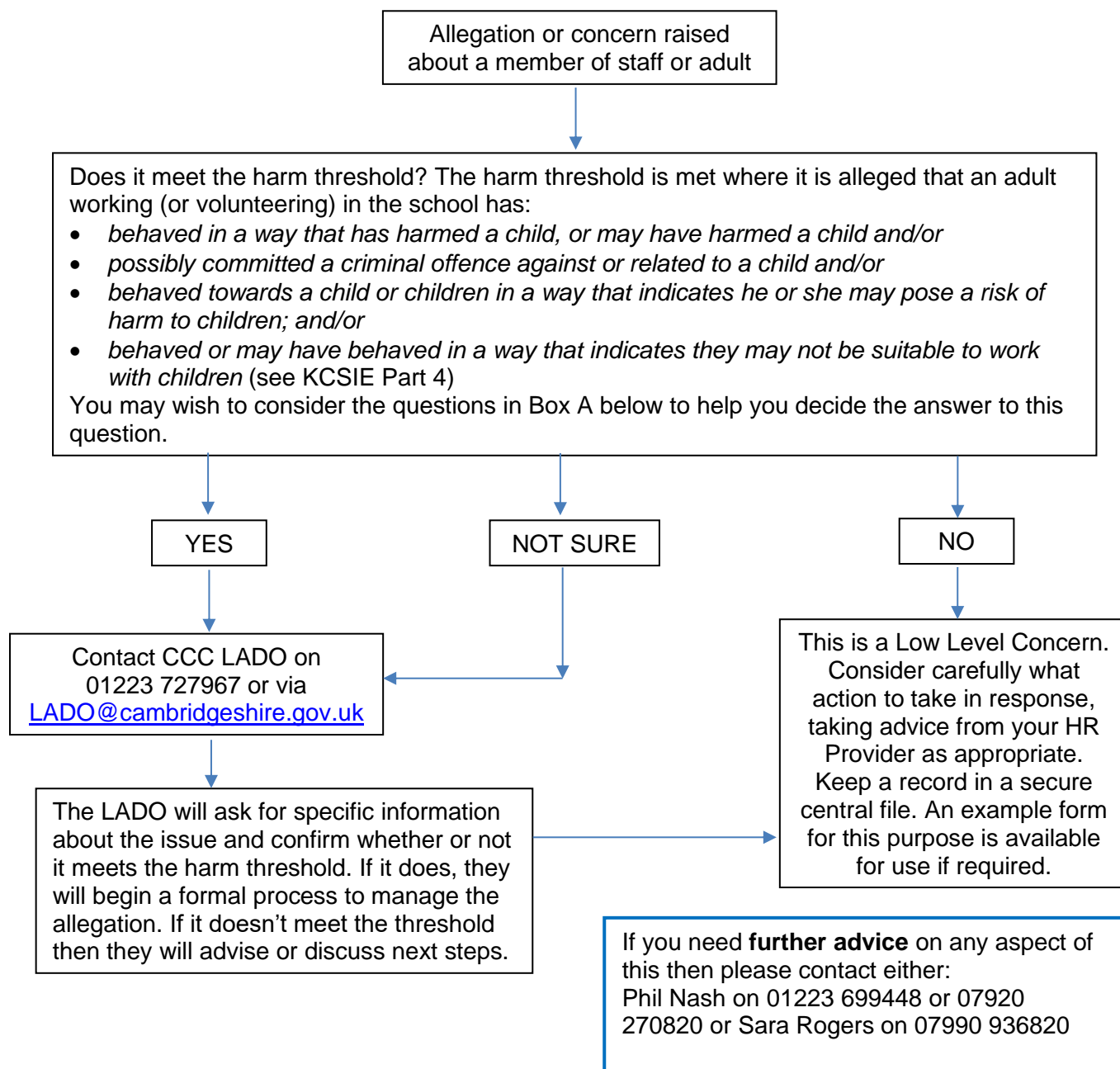
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Dealing with Allegations or Concerns about an Adult Working with Children



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

APPENDIX FOUR - The Vulnerability Assessment Framework¹

This appendix provides a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism as a consequence of radicalisation and the kind of support that they need.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

1. Engagement with a group, cause or ideology - Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

2. Intent to cause harm - Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

3. Capability to cause harm - Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

¹ Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism. 2015.

PROMOTING THE WELFARE OF CHILDREN

STATEMENT OF CHILD PROTECTION FOR KING'S ELY & FAIRSTEAD HOUSE SCHOOL



Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”.

King’s Ely endeavours to provide a safe and welcoming environment where children are respected and valued.

All staff at King’s Ely and Fairstead House School (hereafter the School) will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents and guardians should know that the law requires all school staff to pass on information which gives rise to a concern about a child’s welfare (including risk from neglect, physical, emotional or sexual abuse, exploitation and radicalisation, whether that is within or outside the home) and that records of welfare concerns may be kept about their child. School staff will seek, in general, to discuss any concerns with parents/ guardians, including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/guardians.

In accordance with local Information Sharing protocols, the School will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Should staff have reasonable cause to suspect a child may be suffering or likely to suffer significant harm, advice will be sought immediately from Social Care. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/guardians will appreciate that the members of staff with responsibility for child protection (known as the Designated Safeguarding Officers) were carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may ... do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

Please note that the Department for Education’s document “What to do if you’re worried a child is being abused” may be accessed for further information.

September 2024

Safeguarding (including Prevent) Duty - Important contacts:

- J Attwater/C Fisher (DSL)/J Shaw/S Kibler/M Hart/C Meddle (Governor)/F Fenton-Stone (EYFS Lead)/L Wright/J Gibbs (Prevent)/L Taylor-Dixon/H Strudwick/L Brackley (Wellbeing) N Duffield /A Thomas/ H Gervasio/A Marshall/H Mortimer/ O Petherick/ S-E Godde/R Axworthy
- Wellbeing Lead – 01353 660 567
- Customer Service Centre (Cams) (urgent referrals 0345 045 5203 (office hrs)
- Emergency Duty Team 01733 234724
- Early Help Hub – 01480 376666
- CHILDLINE - 0800 1111
- SCPB (Cams) email safeguardingboards@cambridgeshire.gov.uk
- Police (non-emergency – Prevent & FGM) 101
- Police (Prevent Office) – 01480 422277



NSPCC – 0808 800 5000
email help@nspcc.org.uk

King's Ely 01353 660700

Please keep this card with you at all times for quick reference Version 09.24

Safeguarding (Summary & Prompts): If you suspect anything:

- YOU MUST REPORT IT STRAIGHT AWAY THE SAME DAY either to a DSO or via MyConcern; If staff allegedly involved report to the Principal. If Principal allegedly involved contact the Chair of Governors.

If you are told anything (disclosure):

- You should – Listen, Explain, Pass on and Record
- Let the child – Tell, Explain, Describe

Do reassure	Don't offer confidentiality
Do pass on to a DSO/via MyConcern	Don't ask leading questions
Do make notes immediately/as soon as possible	Don't promise anything you cannot keep
Do explain about confidentiality & what you will do next	

Please keep this card with you at all times for quick reference



Charlie Fisher
Deputy Head KES
(Designated Safeguarding Lead)
01353 660591 (Extension 3591)
CharlieFisher@kingsely.org



John Attwater
Principal
01353 660705 (Extension 3705)
JohnAttwater@kingsely.org



James Gibbs
Senior Wellbeing Advisor
(Prevent Lead)
01353 660577 (Extension 3577)
JamesGibbs@kingsely.org



Mark Hart
Chief Operating Officer
01353 660725 (Extension 3725)
MarkHart@kingsely.org



Lucy Taylor-Dixon
Lead School Therapist/Counsellor
01353 660567 (Extension 3567)
LucyTaylor-Dixon@kingsely.org



Roger Axworthy
Executive Officer (DDSL)
01353 660700 (Extension 3531)
RogerAxworthy@kingsely.org



Faye Fenton-Stone
Head of KEA and EYFS Lead (DDSL)
01353 660514 (Extension 3515)
FayeFentonStone@kingsely.org



Andrew Marshall
Deputy Head of Prep
01353 660735 (Extension 3735)
AndrewMarshall@kingsely.org



Heather Strudwick
Head of Early Years &
Reception Teacher
01353 660519 (Extension 3519)
HeatherStrudwick@kingsely.org



Simon Kibler
Head of Prep (DDSL)
01353 660731 (Extension 3731)
SimonKibler@kingsely.org



Laura Roberts
Deputy Head of Prep
01353 660752 (Extension 3572)
LauraRoberts@kingsely.org



Jonathan Shaw
Head of Senior (DDSL)
01353 660511 (Extension 3511)
JonathanShaw@kingsely.org



Lisa Brackley
Wellbeing Lead
01353 660567 (Extension 3567)
LisaDBrackley@kingsely.org



Andy Thomas
Director of Boarding
01353 660902 (Extension 3902)
AndyThomas@kingsely.org



Harriet Gervasio
Deputy Head KEA
01353 660519 (Extension 3519)
HarrietGervasio@kingsely.org



Lucy Wright
Deputy Head of Early Years
01353 660576 (Extension 3576)
LucyWright@kingsely.org



Nicole Duffield
Wellbeing Advisor
01353 660577
NicoleDuffield@kingsely.org



Sue-Ellen Godde
Head of Year 11
01353 653919 (Extension 3919)
SueEllenGodde@kingsely.org



Hayley Mortimer
Deputy Head (Co-Curriculum)
01353 6603720 (Extension 3720)
HayleyMortimer@kingsely.org



Olivia Petherick
Housemistress Goodwin,
Teacher of English & Maths
01353 6603754 (Extension 3754)
OliviaPetherick@kingsely.org



King's Ely Designated Safeguarding Officers



APPENDIX EIGHT: PREVENT STATEMENT

BRITISH VALUES AND PREVENTING RADICALISATION AT KING'S ELY

All schools have a duty to actively promote the fundamental British values, as defined by government, of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011. This was updated in April 2021 see <https://www.gov.uk/government/publications/prevent-duty-guidance>.

Extremists are targeting impressionable young people through social media and the internet in order to influence their minds in much the same way that sexual predators operate online. Their message can have a powerful impact on someone who is young, possibly unsure of their path in life, and may lack confidence. In light of recent terrorist attacks, the government has increased its pressure on schools to demonstrate that active promotion of British values is taking place.

Such values underpin all that we do at King's Ely. In our PSHE programmes, our cathedral services and assemblies we discuss relevant issues; in our daily interactions we demonstrate and endeavour to live these values. In embracing mutual respect and tolerance of those with different faiths and beliefs we offer quiet spaces for reflection and private prayer for those who do not come from a Christian background.

We enjoy the privilege of an international community and we believe that our inclusive approach and honest, open relationships are the most effective weapons against radicalisation.

Cross reference against policies	
Curriculum Policy	At King's Ely, the curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Additionally, the curriculum promotes equality of opportunity, and the acceptance of others (paying particular regard to the protected characteristics as set out in the Equality Act 2010).
Digital Use Policy	<p>New technologies can put young people at risk, both within and outside of the school. Some of the dangers they may face include the risk of being subject to 'grooming' by those with whom they make contact on the internet. As it is impossible to eliminate risks completely, it is therefore essential to build students' resilience so that they have the confidence and skills to face and deal with any potential dangers. Additionally, the school aims to provide the necessary safeguards to help ensure that those responsible have done everything that could reasonably be expected of them to manage and reduce these risks.</p> <p>The internet may be used responsibly to research assigned classroom projects or for school business and email is to be used for constructive correspondence only. To this end, users may not visit internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to: promotion of any kind of discrimination; promotion of racial or religious hatred; any other information which may be offensive or breaches the integrity of the ethos of the school or brings the school into disrepute.</p>
Safeguarding Policy	Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children and, to this end, King's Ely fully recognises its responsibilities in this area.

King's Ely Safeguarding Policy

	<p>We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:</p> <ul style="list-style-type: none"> ➤ establish and maintain an ethos where pupils feel secure. Pupils will be able to discuss problems knowing that they will be listened to and in anticipation of receiving help and assistance; ➤ ensure pupils know that there are adults in the school, including a team of school counsellors, who they can approach if they are worried or in difficulty; ➤ include in the school's curriculum programme, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and to know to whom to turn for help. <p>Through its policies, procedures and training, King's Ely undertakes to ensure every member of staff (paid and unpaid) and every governor:</p> <ul style="list-style-type: none"> ➤ knows the name of the designated person(s) responsible for child protection and their role; ➤ knows that they have an individual responsibility for referring child protection concerns to the designated person responsible for child protection or directly to children's social care services.
<p>Equal Opportunities and Diversity Policy</p>	<p>It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment in which:</p> <ul style="list-style-type: none"> ➤ all members of the school community are treated with dignity and respect; ➤ diversity is valued; ➤ stereotypes are questioned; ➤ bias, bigotry and prejudice (behaviour which leads, for example, to racism and homophobia) are wholeheartedly rejected. <p>King's Ely is proud of its Christian tradition and its close links with the Cathedral over many centuries; however, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths. Although the School is pleased to accept pupils with other religious faiths, all members of the school are expected to attend services, unless parents request otherwise. Religious Studies is a core subject and other religious faiths will be studied as part of the course of study. The ethos of the School has a firm foundation in Christian attitudes and values.</p> <p>The school makes use of assemblies, PSHE, RE, Drama, English and other lessons to:</p> <ul style="list-style-type: none"> ➤ promote tolerance of each other and respect for each other's position within the school community; ➤ promote positive images and role models to avoid prejudice and raise awareness of related issues; ➤ foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures; ➤ understand why and how we will deal with offensive language and behaviour; ➤ understand why we will deal with any incidents promptly and in a sensitive manner.

<p>Boarding Principles and Practice at King's Ely</p>	<p>The boarding community at King's Ely is a varied and diverse one. There are significant numbers of UK and overseas boarders. Students have many different backgrounds and needs, and it is the stated aim at King's Ely to be able to treat all boarders as individuals and provide an environment in which all may flourish. Boarding at King's Ely is based on the following principles:</p> <ul style="list-style-type: none"> ➤ The development of the whole person, physically, spiritually, intellectually, morally, socially and emotionally in an atmosphere of positive encouragement. ➤ Mutual respect and the right to be treated as an individual. ➤ The right of the individual to not suffer any form of abuse. ➤ An equality of opportunities. ➤ The right to privacy. ➤ Supportive links with parents and guardians.
<p>Behaviour Policy</p>	<p>King's Ely encourages pupils to adopt the highest standards of behaviour, principles and standards. We aim to promote trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on rewarding the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there are a range of sanctions available.</p>
<p>Social Respect (Anti Bullying) Policy & Strategy</p>	<p>King's Ely aims to promote the value of respecting others and their differences by maintaining a culture in which all in the school community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected.</p> <p>We aim to establish an ethos of respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, social, religious and ethnic backgrounds, who have different learning styles and abilities. Each and every pupil has the right to be safe and happy in school and to be protected if he or she is feeling vulnerable.</p> <p>King's Ely does not tolerate bullying, harassment, victimisation or discrimination of any kind; respect for others is expected at all times.</p> <p>Some bullying behaviour by pupils is linked to deeper issues. Understanding the emotional health and well-being of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed</p> <p>Bullying related to race, religion or culture includes racist or faith-based bullying. Political and social issues can also be a factor in bullying and harassment.</p> <p>Bullying can only be stopped through a combination of prevention and response. At King's Ely we take measures and develop appropriate strategies to prevent bullying and to deal effectively with bullying should it arise, in order that pupils feel safe and do not identify bullying as a problem in the School. For example:</p>

	<ul style="list-style-type: none">➤ We offer guidance on the safe use of social networking sites and we expect all students to adhere to the policy for E-Safety. We have also produced and circulated two E-Safety Guides: one aimed at pupils and the other for parents and guardians. Certain sites are blocked by our filtering system and our IT Department can monitor pupils' use and the school may impose sanctions for the misuse, or attempted misuse of the internet;➤ We place restrictions upon the use of mobile phones and other electronic devices during the school day;➤ In boarding houses, Staff are always on duty at times when pupils are not in class. There are strong teams of tutors supporting the HsMs and the Matrons. We encourage close contact between the HsMs and parents/guardians and would always make contact if we were worried about a student's well-being. Details of where pupils can seek help, such as confidential helplines and websites connecting to external specialists, are displayed in all houses and pupils have access to telephones enabling them to call for support in private.
--	--

For information - Issues covered in PSHE Programmes

Reception, Year 1 and Year 2

The school makes use of multiple resources for teaching PSHE and Citizenship at Foundation and Key Stage 1. Sometimes we teach PSHE and Citizenship as a discrete subject. On other occasions, we reinforce PSHE and Citizenship topics through teaching in other subjects such as geography or science to ensure that it is relevant and meaningful to the children, Also, as there is an overlap between the programme of study for religious education and the aims of PSHE and Citizenship, we deliver some of the PSHE and Citizenship curriculum through our religious education lessons. At other times, as situations occur, teachers use circle time to deal with incidents such as inappropriate behaviour in the playground. The programme covers four key themes:

- Myself and My Relationships
- Healthy and Safer Lifestyles
- Financial Capability
- Citizenship

The PSHE scheme of work for each year group is as follows;

Foundation:

- Being Me in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Year 1 and 2:

- Being Me in my World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals

- Healthy Me
- Relationships
- Changing Me (including Sex Education)

From Yr 3 to Yr 8

Celebrating Variety

Prejudice

Identity

Who is in our Community?

How we value each other

What can cause problems in communities

Communities and identities

Racism

+ bullying with all years which will include respecting others

RS dept research different cultural beliefs

In Year 9

PD/PSHE covers emotional wellbeing (with specific topics including self esteem, self-respect, respecting others, positive behaviour, responding to bullying, cyber bullying and eSafety)

RS covers stereotypes, prejudice and discrimination (with specific topics including responses to racism, nonviolent protest and scapegoating) and the holocaust (with specific topics including anti-Semitism and responses to the holocaust both during it and afterwards)

In Year 10

PD/PSHE covers personal safety (with specific topics including awareness, de-escalation and conflict management) and relationship education (with specific topics including what we look for, who we relate to, homophobia and other form of irrational hatred or mistrust)

RS covers religion and community cohesion (with specific topics including government action to promote community cohesion, the UK as a multi-ethnic society, the UK as a multi-faith society).

In Year 11

PD/PSHE covers politics (with specific topics including single-issue politics and extreme politics)

RS covers another religion (with specific topics including its attitudes to war and peace and crime and punishment)

Resources for Pastoral Time for Years 9-11 include items relating to world events (the most recent being introductory videos about Boko Haram, ISIS and the relationship between ISIS and al-Qaeda, in order to open up discussion within tutor groups) and items reinforcing topics such as eSafety, anti-bullying and so forth.

Early Years Foundation Stage (EYFS)

At King's Ely in the EYFS, teaching British values means providing a curriculum which actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teaching the children these British values is embedded in our Early Years curriculum and practice. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We endeavour to teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

Here are some of the ways British Values are actively promoted in the EYFS at King's Ely.

Democracy

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Encouraging children to know their views count and their opinions are important e.g. Following the children's interests for topics and activities.
- Encouraging children to make decisions together e.g. When using a group toy such as a train set
- Encouraging children to see their role in the bigger picture – as part of a family, class, group, school, community etc.
- Encouraging children to value each other's views and beliefs and to talk about their feelings. For example when they need help, likes and dislikes, how to organise an activity.
- Providing opportunities for children to vote for choices by a show of hands eg. Which activity to do, which book to read at storytime.
- Encouraging children to complete activities that involve turn taking, sharing, discussion and collaboration, e.g. board games, making models and role play.
- Teaching strategies for turn taking, such as the use of a timer.
- Using group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others.
- Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, trying an activity again, tolerating different views.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Asking the children what they like and dislike, and what they would like to see more of less of.

The Rule of Law

As part of the focus on managing feelings and behaviour:

- Encouraging children to work together to establish rules
- Discussing the need for rules to keep everyone safe and happy (Golden Rules, Carpet Rules)
- Ensuring that all children understand that rules apply to everyone.
- Teaching children to understand their own and other's behaviour and feelings, and the consequences.
- Encouraging and supporting children to learn how to distinguish right from wrong.
- Encouraging children to take turns, share and compromise.
- Teaching children to listen to each other and wait before speaking, how to have a conversation

Individual Liberty

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Encouraging children to develop a positive sense of themselves.
- Providing opportunities for children to develop their self-esteem and confidence in their own abilities e.g. promoting independence, celebrating achievements (cups in Reception, merit certificates, stickers, Wow moments)
- Providing opportunities to take on managed risks, challenges and responsibilities.
- Encouraging children to explore and discuss their feelings, thoughts and ideas.
- Encouraging children to try a range of different activities and opportunities, and to discuss and select their own preferences, following and developing their own interests and ideas.
- Encouraging children to ask questions and trust that their opinions and ideas will be valued and respected.
- Providing activities for all children to engage in, actively challenging gender stereotypes.
- Encouraging children to reflect on their similarities and differences, and appreciate and respect differences.
- Encouraging children to understand that we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.
- **In group times we talk about our feelings and plan activities to help children name and recognise them.**
- **We include planned activities to allow children to develop self knowledge eg All About Me where they can explore how we look, similarities and differences.**
- We teach the children about compromise – that some of us believe one thing, some of us believe something totally different, but we can all play together in the same group setting and respect each other.

Mutual Respect and Tolerance of Different Faiths and Beliefs

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for children to make links with the wider community e.g. outings to local places, inviting speakers in to school, raising money for charity
- Celebrate and learn about British cultural events such as the King's Coronation.
- Encouraging children to learn about other faiths, cultures, traditions, communities, families and ways of life. E.g. learning about different festivals, different occupations, other countries, other languages.

King's Ely Safeguarding Policy

- Encouraging children to share their experiences with the group, and allowing them to recognise differences and similarities.
- Encouraging children to learn about the world around them e.g. the local community, the world, cultural days, national celebrations.
- Encouraging and explaining the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Promoting diverse attitudes and challenging stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotypes.
- Provide resources which reflect the diversity in the world.
- We teach children about the world around them and use the seasons, weather, food, music, and special days to plan meaningful learning experiences.
- We teach children to be part of their local community and we visit the Library, shops and local attractions.
- We plan to celebrate festivals and mark special days from the world around us.
- We invite parents to volunteer and tell us about Family celebrations, Festivals, Birthdays, Weddings, New Babies, Christenings.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “*to have due regard to the need to prevent people from being drawn into terrorism*” (the Prevent duty).

Statutory guidance on the duty is available at: <https://www.gov.uk/government/publications/prevent-duty-guidance>.

Prevent duty acronyms:

INCEL	Involuntary Celibates
ERWT	Extreme Right Wing Terrorism
LASIT	Left Wing Anarchist & Single Issue Terrorism
PA	Patriotic Alternative
V2R	Vulnerable 2 Radicalisation
SIT	Single/Self Initiated Terrorism
Anti-vaxxers	(Includes Extinction Rebellion/Just for Oil too)
CTP	Counter Terrorism Police
MUU	Mixed, Unclear and Unstable
XR	Extinction Rebellion
EDL	English Defence League
NA	National Action
BNP	British National Party
ALF	Animal Liberation Front
RWE	Right Wing Extremism
IRA	Irish Republican Army

APPENDIX NINE : CHILD PROTECTION ROLE SPECIFICATIONS

King's Ely Designated Safeguarding Lead (DSL)

(Including the Prevent Duty since September 2015)

From September 2023

Person Specification and Job Description

Person Specification

- To demonstrate a professional interest in promoting the general wellbeing of students, colleagues and community
- To possess demonstrably excellent professional safeguarding capabilities and knowledge of Child Protection procedures (including the Prevent Duty)
- To be able to demonstrate an ability to inspire, guide and train other professionals
- To demonstrate having worked with personal integrity, compassion and respect in challenging circumstances
- To enjoy working within a team as a cooperative, supportive and dedicated colleague
- To show an awareness of child protection procedures and protocols in line with best practice
- To demonstrate the impact of their successful implementation and management

Job Description for the DSL for King's Ely

Responsible to

1. Daily: to the Principal of King's Ely
2. At least half termly: to the Governors of King's Ely through the Governor with special responsibility for Child Protection via the Safeguarding & Child Protection Management Committee
3. Annually: to Cambridgeshire County Council through the annual report submitted via the Governors of King's Ely

Responsible for

- Leading the development of systems designed to fulfil the school's duty with regard to safeguarding and child protection in conjunction with DSOs and the Executive Officer, including online filtering & monitoring systems
- Liaising with colleagues, parents, students, Cambridgeshire County Council, C&PSC Partnership Board, LADO and local/national agencies to safeguard students at King's Ely
- To maintain an awareness of national and local procedures/statutory requirements for Designated Safeguarding Officers (DSO) working at King's Ely and to facilitate training for DSOs and paid or unpaid colleagues and Governors as necessary
- Liaison with the HR Department and SLT to ensure that safer employment procedures are followed & SCR
- The maintenance of Child Protection records in each section of the school, ensuring consistency and adherence to statutory policy guidance

Training and monitoring

- To offer training sessions via specialist trainers (NSPCC/CCC), directly or through another DSO, to all paid or unpaid workers and members of the Governing Body at King's Ely on, at least, a three yearly cycle

- To oversee the record keeping associated with Child Protection training
- To regularly review the record keeping on the Single Central Register with regards to safeguarding checks and safer recruitment procedures at King's Ely

Coordination

- To work collaboratively with the other members of the King's Ely team in order to develop the safeguarding culture at the school
- To convene, jointly with the Well-being Lead and Lead Counsellor, regular Child Protection meetings which will include the school's Medical Officer, The Principal and the DDSL from each section of King's Ely
- To organise a minuted meeting, at least half termly, with the Governor with responsibility for Child Protection and a second DDSL
- To liaise with the Well-being Lead and Lead Counsellor regarding children with needs and children at risk, initiating individual welfare plans when appropriate
- To maintain & update a Child Protection Register with DSOs & Well-being Lead and Lead Counsellor on Sharepoint
- To establish and maintain the record keeping protocols for DSOs at the school
- To write a termly Bulletin for all colleagues at King's Ely – raising developments within this field of work
- To liaise with partner organisations (Cathedral and external providers) to ensure that safer recruitment, safeguarding and child protection procedures are effectively implemented

Professional Development

- To attend Cambridgeshire County Council update training/briefing sessions each year
- To undergo full certificated training as a DSL at least every two years
- To promote courses for colleagues working as DSOs and to ensure their certificated training at two yearly intervals; and use if educate online courses

Further information

This description is not exhaustive and may well be subject to change over time. The intention is to offer candidates an accurate impression of the expectations commensurate with the post and an outline of the role as it is envisaged at this time.

King's Ely

Designated Safeguarding Officer (DSO)

(Including the Prevent Duty since September 2015)

From September 2023

Person Specification and Job Description

Person Specification

- To demonstrate a professional interest in promoting the general wellbeing of students, colleagues and community
- To possess demonstrably excellent professional safeguarding capabilities and knowledge of Child Protection procedures (including the Prevent Duty)
- To be able to demonstrate an ability to inspire, guide and train other professionals
- To demonstrate having worked with personal integrity, compassion and respect in challenging circumstances
- To enjoy working within a team as a cooperative, supportive and dedicated colleague
- To show an awareness of child protection procedures and protocols in line with best practice
- To demonstrate the impact of their successful implementation and management

Job Description for a DSO for King's Ely

Responsible

- Daily: to the Head of Section and DSL
- Generally: to the Principal and, in turn, to the Governors of King's Ely

Responsible for

- The consistent implementation of systems designed to fulfil the school's duty with regard to safeguarding and child protection in conjunction with DSL, DDSL, Well-being Lead and Counselling Lead and the Executive Officer
- Liaising with colleagues, parents, students, Cambridgeshire County Council, LADO and local/national agencies to safeguard students at King's Ely
- To maintain an awareness of national and local procedures/statutory requirements for Designated Safeguarding Officers (DSO) working at King's Ely and to regularly lead training for paid or unpaid colleagues and Governors as necessary
- Liaison with the HR Department and SLT to ensure that safer employment procedures are followed
- The maintenance of Child Protection records in each section of the school, ensuring consistency and adherence to statutory policy guidance

Training and monitoring

- To offer regular training sessions to paid or unpaid workers and members of the Governing Body at King's Ely as arranged by the HR Department or the DSL
- To contribute to the Child Protection files and records maintained within each section of the school
- To assist in the monitoring of trends and discernible patterns relating to safeguarding and student wellbeing
- To attend ongoing training to develop competencies pertaining to the DSO role

Coordination

- To work collaboratively with the other members of the King's Ely team in order to develop the safeguarding culture at the school
- To attend regular Child Protection meetings, some of which will include the school's Medical Officer, The Well-being Lead, Counselling Lead, Principal and a DSO from each section of King's Ely
- To liaise with the Well-being Lead regarding children with needs and children at risk, initiating individual welfare plans when appropriate
- To maintain and update a Child Protection Register with other DSOs and the Well-being Lead and Counselling Lead
- To establish and maintain records in partnership with other DSOs
- To contribute to the writing of a termly Briefing paper for all colleagues at King's Ely

Professional Development

- To attend Cambridgeshire County Council update training/briefing sessions each year
- To undergo full certificated training as a DSO at least every two years (every three years in the case of EYFS DSOs)
- To promote courses for colleagues working in a pastoral capacity and lead training related to issues within the school

Further information

This description is not exhaustive and may well be subject to change over time. The intention is to offer candidates an accurate impression of the expectations commensurate with the post and an outline of the role as it is envisaged at this time.

King's Ely Governor with responsibility for Child Protection

(Including the Prevent Duty since September 2015)

From September 2023

Description of the role and responsibilities

Description of the role

- Responsible to the Governing body for monitoring and reporting on the ways in which the school exercises its Duty of Care relating to Safeguarding and Child Protection and Well-being on a daily basis
- To be a “critical friend” to the Senior Leadership Team, Designated Safeguarding Lead, Designated Safeguarding Officers and adults working with students at King’s Ely
- To be a regularly visible representative of the Governors and a key contact for the Safeguarding and Child Protection and Well-being teams at King’s Ely
- To ensure that local area procedures and all legislative and inspection requirements are complied with
- To ensure that liaison with local partner agencies and the LADO remain strong

Responsibilities

- To promote the school’s development of procedures and systems to deliver its Duty of Care regarding safeguarding and Child Protection and Well-being on behalf of the Governing Body, including online filtering and monitoring
- To maintain a current knowledge of safeguarding issues and an awareness of compliant Child Protection procedures and policies (including the Prevent Duty)
- To attend, examine, promote and report on the pattern of on-going training of those working within the school – for those with specific Safeguarding responsibilities and also those without special responsibilities
- To monitor the work of the DSL, DDSLs and DSOs as pastoral leaders, ensuring that their delegated responsibilities are being carried out in such ways as to effectively fulfil the Governors’ Duty of Care
- To prepare an evaluative, written report to the Governing Body each year to be considered prior to the Chair of Governors signing an annual summary statement to Cambridgeshire County Council on behalf of the school
- To play an active role in evolving the school’s child protection and safeguarding procedures and policies to reflect emerging trends and updated legislation and requirements as necessary
- To monitor the ways in which the school fulfils its Duty of Care through: the Safeguarding and Child Protection Management Committee meetings and additional meetings with the DSL, DDSLs and DSOs, the monitoring of records in all sections of the school and at least annual liaison with partner agencies. The Safeguarding Governor’s remit includes actively ensuring that the local area procedures are being followed and that the school is discharging its duty of care professionally and in accordance with the regulatory and statutory requirements. The Safeguarding Governor may therefore:
 - Enquire of DSOs and the Well-being Lead as to the composition of their safeguarding files without reading confidential notes
 - Audit and track the spread of files between the DSOs within the school

- Make enquiries so as to satisfy him/herself that files are being kept in line with the expectations of Cambridgeshire Education Child Protection Service
- To maintain a sufficiently high profile within the school given the responsibilities of this role and the expectation that the Governor with responsibility for Child Protection will be readily accessible to all those working within the school

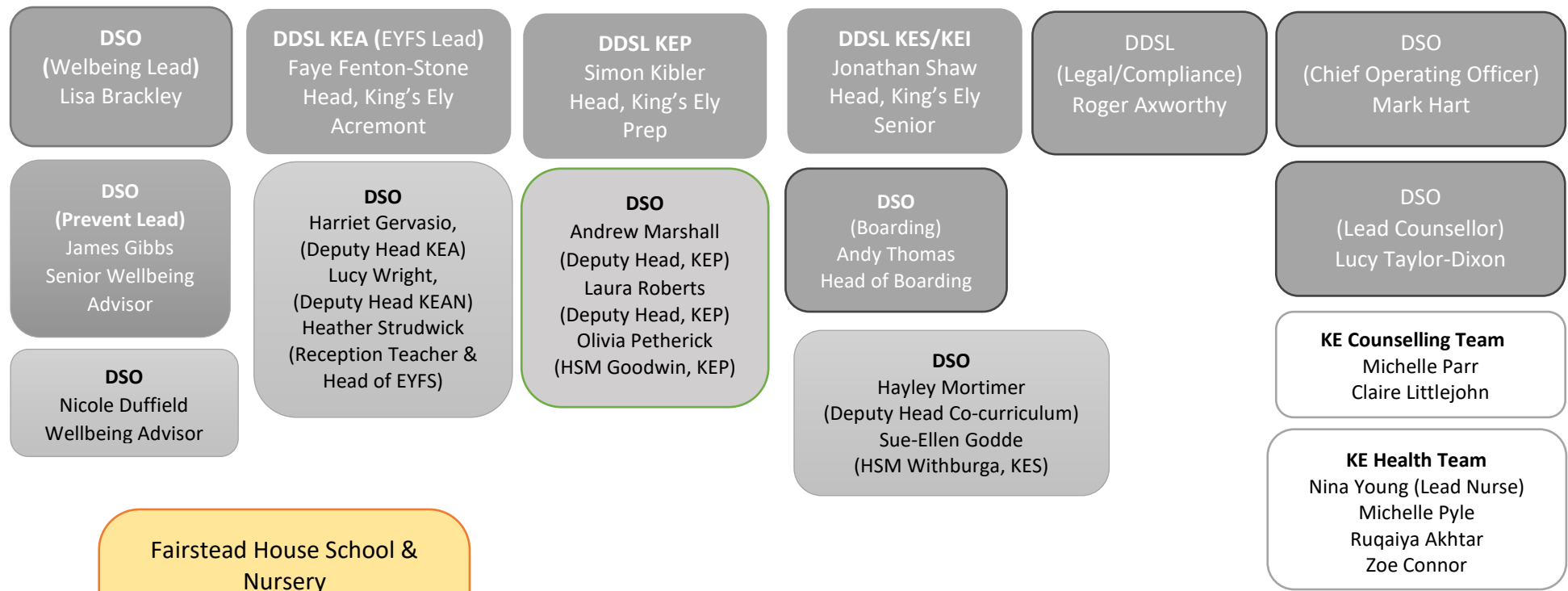
Appendix 10: Safeguarding, Health, Counselling & Wellbeing Organisation Chart

Principal
John Attwater
DSO

Governors
Chris Meddle – Designated Governor for safeguarding & child protection
Katie Milne – Designated Governor for EYFS
Amanda East – Designated Governor for Boarding

Whole School DSL
Charlie Fisher, Deputy Head, King’s Ely Senior

King’s ELY DSOs



Fairstead House School & Nursery
Lucie Melen (Whole School DSL)
DSO
Michael Radford (Head)
John Cater (Deputy Head)

Ely Cathedral
Canon James Reveley (Lead) and
Ely Cathedral’s Safeguarding Officers
Cathedral Safeguarding Advisory Board

Cambridgeshire and Peterborough Authority
Education Child Protection Team
LADO
Local Agencies

Ely Cathedral Safeguarding Statement

In accordance with the Church of England Safeguarding Policy, Ely Cathedral is committed to safeguarding as an integral part of the life and ministry of the whole Church.

Ely Cathedral is committed to:

- Promoting a safer environment and culture.
 - Safely recruiting and supporting all those with any responsibility related to children, young people and vulnerable adults within the church.
 - Responding promptly to every safeguarding concern or allegation.
 - Caring pastorally for victims/survivors of abuse and other affected persons.
 - Caring pastorally for those who are the subject of concerns or allegations of abuse and other affected persons.
 - Responding to those that may pose a present risk to others.
- Church of England Safeguarding Statement, Promoting a Safer Church (2017).

The Cathedral will:

- Create a safe and caring place for all.
- Have a named Cathedral Safeguarding Officer to work with the Dean and Chapter to implement policy and procedures.
- Safely recruit, train and support all those with any responsibility for children, young people and adults to have the confidence and skills to recognise and respond to abuse.
- Ensure that there is appropriate insurance cover for all activities involving children and adults undertaken in the name of the Cathedral.
- Display in Cathedral premises and on the Cathedral website the details of who to contact if there are safeguarding concerns or support needs.
- Listen to and take seriously all those who disclose abuse.
- Take steps to protect children and adults when a safeguarding concern of any kind arises, following House of Bishops guidance, including notifying the Diocesan Safeguarding Adviser and statutory agencies immediately.
- Offer support to victims/survivors of abuse regardless of the type of abuse, when or where it occurred.
- Care for and monitor any member of the Cathedral community who may pose a risk to children and adults whilst maintaining appropriate confidentiality and the safety of all parties.
- Ensure that health and safety policy, procedures and risk assessments are in place and that these are reviewed annually.
- Review the implementation of the Safeguarding Policy, Procedures and Practices at least annually.

Every person who works or volunteers within this Cathedral community will agree to abide by this policy and the guidelines established by this cathedral in accordance with Church of England policy and practice.

*Loving God, we pray that this cathedral church may be a place of welcome, security and compassion.
Keep us watchful yet caring, trusting yet ready to question, that all who worship here may do so in safety and in the knowledge of your love;
through Jesus Christ our Lord. Amen.*

Where to find help in the Cathedral



The Dean
The Very Revd Mark Bonney (Clergy)
Tel: 01353 660316
email: m.bonney@elycathedral.org



Cathedral Safeguarding Adviser
Lisa Pearson (independent of Cathedral)
Tel: 01353 652747
email: lisa.pearson@elydiocese.org



Diocesan Safeguarding Adviser
Rebecca Boswell (independent of Cathedral)
Tel: 01353 652731
email: rebecca.boswell@elydiocese.org



Cathedral Safeguarding Administration
Sarah Coakley (Non-Clergy)
Tel: 01353 772135
email: s.coakley@elycathedral.org



Departmental Safeguarding Officer - Education & Learning
Canon Jessica Martin (Clergy)
Tel: 01353 660304
email: j.martin@elycathedral.org



Departmental Safeguarding Officer
Music and Worship / King's Ely
Canon James Garrard (Clergy)
Tel: 01353 660335
email: j.garrard@elycathedral.org



Safeguarding Officer - Senior Management Team
Jonathan Bell (Non-Clergy)
Tel: 01353 660308
email: j.bell@elycathedral.org



Chapter Safeguarding Lead
Canon James Reveley (Clergy)
Tel: 01353 660302
email: j.reveley@elycathedral.org

If you are unsure who to ring, any of the people above will be able to help you.

Further help and guidance

NSPCC for adults concerned about a child - 0808 800 5000

Childline for children and young people - 0800 1111

Action on Elder Abuse helpline - 080 8808 8141

24-hour National Domestic Violence helpline - 0808 2000 247

NAPAC offer support and advice to adult survivors of childhood abuse - 0808 801 0331

Stop It Now preventing child sexual abuse - 0808 1000 900

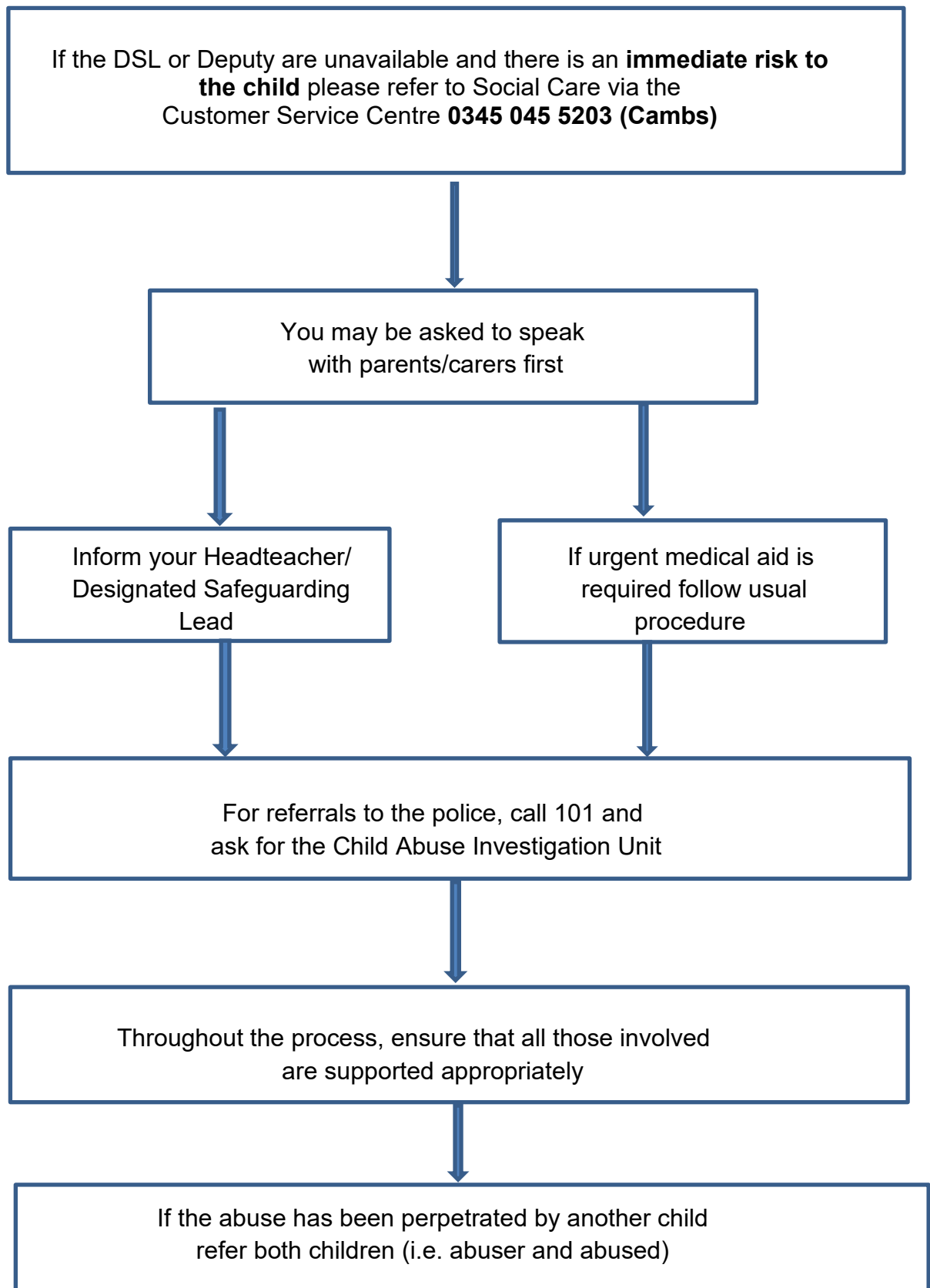
Cruse bereavement helpline - 0808 808 1677

Family Lives support and advice on family issues - 0808 800 222

MACSAS for people who have been abused by church officers - 0808 801 0340

Samaritans for people struggling to cope and needing someone to talk to - 116 123

Making a Referral Flowchart



APPENDIX 13: KING'S ELY CURRICULUM

At King's Ely Acremont and Kings Ely Prep

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

At King's Ely Senior School:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

REPORTING OF LOW-LEVEL CONCERNS

.....

.....

INTRODUCTION

Keeping Children Safe in Education September 2021, Part 4, includes specific advice about the reporting of low-level concerns. If the concern does not meet the threshold to report to the LADO or is inconsistent with King's Ely staff code of conduct, including inappropriate conduct outside of school, it is considered a 'low-level' concern and can be reported to a section DDSL or DSL. The term low-level does not mean that it is insignificant, it means the behaviour towards the child does not meet the harms test.

Examples of such behaviour are having favourites, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or using inappropriate sexualised, intimidating, or offensive language, being over friendly with children or taking photos of children with mobile phones.

If such a concern is about the DSL then it should be reported to the Principal.

PROCEDURE

All low-level concerns should be recorded on the Low-Level Concern form by the DSL or a DDSL and include details of the concern and action taken and the name of the person raising the concern should be noted. If the person raising the concern wishes to remain anonymous then that should be respected as far as reasonably possible. The DSL or DDSL will investigate the concern to determine what further action may need to be taken by collecting relevant information, including speaking with the person raising the concern, speaking with the individual involved and any witnesses.

The DSL/DDSL will present their findings using the form at Annex A to the Principal. These will be signed off and stored by the Principal if it is agreed that the concern is low-level.

If the concern has been raised via a third party, the Principal will collect as much evidence as possible by speaking with the person raising the concern, the individual involved and any witnesses to determine what further action may need to be taken. The information will be recorded with the rationale for the decisions and action taken which may include being considered to meet the harms threshold and therefore referred to the LADO. These records should be reviewed to identify patterns of behaviour, issues within the school, any training required etc.

In some circumstances an allegation may be made against an individual not directly employed by the School, where its disciplinary procedures do not fully apply, such as a supply teacher.

Annex A



Low – Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease of a ‘nagging doubt’ – that an adult may have acted in a way that:

- Is inconsistent with King’s Ely staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated.

Details of concern

Name of staff member:	Department & Role:
-----------------------	--------------------

Signed:	Time & Date:
---------	--------------



Received by:	At: (Time)	On: (Date)
Action Taken: (Specify)		

Signed:	Time & Date:
---------	--------------

This record will be held securely in accordance with the Principal. Please note that low-level concerns will be treated in confidence as far as possible, but King's Ely may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Principal sign off -

Signed:	Time & Date:
---------	--------------

Whistleblowing – Concerns about Child Protection/Safeguarding



All staff have a responsibility to bring matters of concern about school practices or the behaviour of staff or potential failures in the School's Safeguarding regime to the attention of the Principal, DSL or member of the Senior Leadership Team. If you feel unable to raise an issue or you believe a genuine concern is not being addressed you have the right to inform the relevant agency. This is particularly important where the welfare of children may be at risk.

You may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must not result in a pupil continuing to be unnecessarily at risk.

Don't think what if I'm wrong – think what if I'm right!

How to raise a concern about Child Protection or Safeguarding at the School

- If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately and you should inform the Principal or DSL immediately you have done so;
- If the risk of harm is not immediate, you should report to the Principal or any DSO or member of the SLT as appropriate any concern or allegation about school practices or the behaviour of other staff/ pupils which are likely to put pupils at risk of abuse or other serious harm including:
 - ❖ Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect or Exploitation;
 - ❖ Neglect of professional responsibilities;
 - ❖ Incompetency;
 - ❖ Unsafe working practices;
 - ❖ Inadequate safeguarding precautions;
 - ❖ Failure to apply safe and compliant recruitment practices;
 - ❖ Failure to follow statutory guidance and policies;
 - ❖ Radicalisation.
- Record your concern on My Concern or report it directly to a DSO if there is a risk of harm to a child.
- You are not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern;
- If your concern involves the behaviour of a member of staff you should inform the Principal or, in the Principal's absence, the DSL. If the Principal is the subject of the concern you must inform the Chair of Governors.

What happens next

- You should be given some information on the nature and progress of any enquiries;
- If you continue to be concerned about the matter – speak to the DSL or Principal.

If you remain concerned then you have the right to Whistleblow

- You will be protected from harassment or victimisation;
- No action will be taken against you if the concern was raised in good faith;
- Malicious allegations may be considered as a disciplinary offence.

Contact Information

Designated Safeguarding Lead	Ext. 3591	CharlieFisher@kingsely.org
The Principal, John Attwater	Ext. 3705	JohnAttwater@kingsely.org
The Prevent Lead	Ext. 3577	JamesGibbs@kingsely.org
Safeguarding Governor, Chris Meddle		safeguardinggovernor@kingsely.org
Chair of Governors, David Day	07818 404330	c/o Clerk to the Governors
Customer Service Centre(Cambs) (working hrs)	0345 045 5203	(urgent child protection referral)
Emergency Duty Team (out of hrs)	01733 234 724	(urgent child protection referral)
NSPCC Whistleblowing Advice Line	0800 028 0285	help@nspcc.org.uk