Kingsmead School & Sixth Form

Child Protection and Safeguarding Policy

This plan is reviewed annually in the autumn term.

Next Review Due: September 2027

History of Document:

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	Nov 2023	G Clare	TB	Formatted to new policy format
Issue 2	Sept 2024	G Clare	TB Dec 2024	None
Issue 3	Oct 2025	G Clare	TB Nov 2025	Date updates Links changed to updated legislation
Issue 4	March 2026	G Clare	Chair of Trustees	Legislation updates, staffing updates
Issue 5	Sept 2026	G Clare	Chair of Trustees	KCSIE 2026 updates
Issue 6	Nov 2026	C Batteson	Chair of Trustees	Staffing & Compliance updates

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1. Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Acting Designated safeguarding lead (DSL)	Paul Winstanley	Tel. 02083515000 Mb. safe@kingsmead.org
Deputy DSL	Bianca Kelly	Tel. 02083515000 Mb. 07514500041 safe@kingsmead.org
Wellbeing and Safeguarding Officer	Bree Robinson	Tel. 02083515000 Mb. 07514500041 safe@kingsmead.org
Designated Teacher for Looked After Children (LAC)	Cathy May	02083515000 cmay@kingsmead.org
Local authority designated officer (LADO)	Andreas Kyriacou	Tel. 0208 379 2850 Tel. 0208 379 4392 safeguardingservice@enfield.gov.uk
Trustee - Safeguarding	Usman Haroon	uharoon@kingsmead.org
Acting Headteacher	Corrina Batteson	Tel. 02083515000 safe@kingsmead.org
School Support Officer	None appointed	Tel. 101/999 southbury.snt@met.police.uk
Children's Multi Agency Safeguarding Hub Enfield		Tel. 02083795555 (Mon-Thurs 9am-5pm; Fri 9am-4:45pm) Tel. 02083791000 (Out of hours) ChildrensMASH@enfield.gov.uk
NSPCC helpline		Tel. 08088005000 help@nspcc.org.uk
NSPCC Whistleblowing advice		Tel. 08000280285 help@nspcc.org.uk
Allegations against staff	Corrina Batteson	Cbatteson@kingsmead.org
Allegation against the Headteacher	Jo Brinklow Chair of Trustees	chairoftrustees@kingsmead.org

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Ofsted Safeguarding Children		Tel. 03001234666 whistleblowing@ofsted.gov.uk
Reporting concerns about a student	Paul Winstanley Bianca Kelly Bree Robinson Su Usta	safe@kingsmead.org Mb. 07514 500041
Parent Support Advisor	Su Usta	susta@kingsmead.org Mb. 07514 500041
Reporting concerns about extremism	DfE	extremism@education.gsi.gov.uk. Tel. 020 7340 7264
Local Prevent Officer	Fathaya Jabuni	fathaya.jabuni@enfield.gov.uk Tel. 020 8132 0576

Staff and Trustees fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all children and young people at Kingsmead School and Sixth Form.

The welfare of the child is our paramount concern.

We recognise that safeguarding is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in protecting children from harm. Staff, governors, volunteers, contractors and visitors are expected to contribute to a culture in which safeguarding is central to the life and work of the school.

Aims

Kingsmead School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Trustees receive safeguarding training at induction and then annually.

The school adopts a child-centred approach to safeguarding and promoting welfare.

All adults working within the school will:

- act in the best interests of the child;
- listen to and take seriously the views and wishes of children;
- maintain professional curiosity;
- identify concerns early;
- share information appropriately;

- take timely action;
- contribute to safeguarding improvement and learning.

Staff are expected to maintain an attitude of:

"It could happen here."

No single practitioner can have a full picture of a child's life.

If children and families are to receive the right help at the right time, all professionals must work together to identify concerns, share information and take prompt action.

We recognise that children may be vulnerable to abuse, neglect, exploitation and harm both inside and outside of the home, including online.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping children safe in education 2026 (comes into force from 1 September 2026) and Working together to safeguard children 2026 and the Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to The Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our trustees and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For

example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some students may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination
- Operation Encompass statutory guidance, which explains that the police must notify our school of any incidents involving domestic abuse
- Children's Wellbeing and Schools Act 2026 new legislation which aims to remove barriers to opportunity in schools and improve the education system to make it safer for every child; also by strengthening regulation, improving quality of care to ensure it meets children's needs and keeping children rooted in their families and local communities where possible.
- Crime and Policing Act 2026 aims to strengthen safeguarding by giving agencies and schools greater powers and responsibilities to prevent youth crime, tackle antisocial behaviour, and protect children from exploitation and violence.
- Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 collectively known as 'data protection laws'
- Working Together to Improve School Attendance which clarifies roles and responsibilities for schools, local authorities and parents in ensuring adequate school attendance
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also complies with our funding agreement and articles of association.

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

- The Local Authority (LA)
- An integrated care board for an area within the LA
- The chief constable for police for a police area which falls within the LA area.

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Making or sharing of nudes or semi-nudes is where children share nude or semi-nude images, such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph or video. The sharing of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

Children include everyone under the age of 18.

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

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

4. Equality statement

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

We give special consideration to children who:

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

5. Roles and responsibilities

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

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

- Positive Behaviour Policy

- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- *Healthy and respectful relationships*
- *Boundaries and consent*
- *Stereotyping, prejudice and equality*
- *Body confidence and self-esteem*
- *How to recognise an abusive relationship (including coercive and controlling behaviour)*
- *The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support*
- *What constitutes sexual harassment and sexual violence and why they're always unacceptable.*

5.1 All staff will:

- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for students who are questioning their gender and who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this Child Protection and Safeguarding Policy, the Positive Behaviour Policy and Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the Online Safety Policy and the safeguarding response to children who go missing from education/are absent from education
- Be aware of the school's unauthorised absence procedures and children missing education procedures
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- The process for community-based Family Help assessments

- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The safeguarding issues that often overlap and can put children at risk of harm, including:
  Drug taking and/or alcohol misuse
  Unexplainable and/or persistent absences from education
  Serious violence, criminal exploitation (including that linked to county lines), radicalisation
  Consensual and non-consensual making or sharing of nudes or semi-nudes
- AI safeguarding risks, including AI generated CSAM (Child Sexual Abuse Material), deepfakes, sextortion, AI Chatbots generating grooming content and use of generative AI by children to generate inappropriate content
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The filtering and monitoring systems in place in school to keep children safe online
- That children who are (or who are perceived to be) lesbian, gay or bisexual can be vulnerable to discriminatory bullying
- The potential vulnerabilities of children who are questioning their gender
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection.

5.2 Trustee Responsibilities

Trustees hold strategic responsibility for safeguarding and promoting the welfare of children.

Trustees will ensure that:

- safeguarding arrangements are effective;
- safeguarding remains a standing governance priority;
- appropriate safeguarding policies are in place and reviewed annually;
- safeguarding responsibilities are clearly delegated and understood;
- safeguarding concerns are acted upon appropriately;
- staff receive appropriate safeguarding training;
- safer recruitment practices are implemented;
- safeguarding records are maintained appropriately;
- safeguarding risks are identified and mitigated;
- safeguarding practice complies with statutory guidance;

- safeguarding outcomes are monitored and reviewed.

The Trustees will maintain strategic oversight of safeguarding performance and will seek assurance that safeguarding arrangements are operating effectively throughout the school.

5.3 Safeguarding Trustee Responsibilities

The Trustees will appoint a nominated Safeguarding Trustee.

The Safeguarding Trustee will:

- meet with the Designated Safeguarding Lead on a regular basis;
- undertake safeguarding monitoring activities;
- review safeguarding practice;
- review safeguarding documentation and policies;
- monitor the implementation of safeguarding action plans;
- provide challenge and support to school leaders;
- report safeguarding findings to governors.

The Safeguarding Trustee will not manage individual safeguarding cases or replace the responsibilities of the Designated Safeguarding Lead.

5.4 Headteacher Responsibilities

The Headteacher is responsible for ensuring that safeguarding arrangements operate effectively on a day-to-day basis.

The Headteacher will:

- promote a strong safeguarding culture;
- ensure that safeguarding procedures are implemented consistently;
- ensure that safeguarding concerns are acted upon appropriately;
- ensure adequate staffing and resources are available;
- support the work of the Designated Safeguarding Lead;
- provide safeguarding reports to Trustees
- ensure safeguarding recommendations are implemented.

The Headteacher remains accountable to the Governing Board for safeguarding implementation.

5.5 Designated Safeguarding Lead Responsibilities

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection.

The DSL will:

- provide safeguarding leadership;
- manage safeguarding referrals;
- liaise with safeguarding partners;
- maintain safeguarding records;
- oversee CPOMS and safeguarding recording systems;
- support and advise staff;
- coordinate safeguarding training;
- monitor safeguarding trends;
- identify emerging risks;
- oversee vulnerable pupils;
- provide safeguarding reports to senior leaders and governors;
- monitor safeguarding improvement plans.

The DSL will work closely with Deputy DSLs to ensure safeguarding cover is maintained at all times.

5.6 Deputy Designated Safeguarding Leads

Deputy DSLs are trained to the same standard as the DSL and will:

- support safeguarding processes;
- provide advice to staff;
- manage concerns when delegated;
- act in the absence of the DSL;
- contribute to safeguarding quality assurance.

The school will ensure that safeguarding leadership remains available throughout the school day and during school activities. The safeguarding team can be contacted during school hours via safe@kingsmead.org and the safeguarding mobile 079514500041

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment: There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:

- Parents should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system

Regarding anonymity, all staff will:

Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.

Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSL).

The DfE's Data protection in schools - Guidance - https://www.gov.uk/guidance/data-protection-in-schools is a useful reference point.

6. Recognising abuse and taking action

Abuse is classified under 4 main subheadings – Physical abuse, emotional abuse, sexual abuse, and neglect All staff are expected to be able to identify and recognise all forms of abuse, neglect, exploitation and modern slavery and shall be alert to the potential need for early help for a child who:

- Has a disability 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 (EHC) plan)
- May experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences can impact children's wellbeing and their willingness to seek help
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is bereaved
- Is showing early signs of being drawn into 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
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion and in alternative provision or a pupil referral unit
- Is at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation

- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
-
- Is misusing drugs or alcohol
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child.
- Staff, volunteers and local governors must follow the procedures set out below in the event of a safeguarding issue.

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

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

Tell the DSL as soon as possible if you make a referral directly. The DSL/safeguarding team are contactable on Tel, 07514500041 during school hours.

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

MASH can also be contacted for advice on 020 8379 5555 (Mon-Fri) or email childrensmash@enfield.gov.uk. For adult concerns, call 020 8379 3196 (Mon-Fri) or 020 8379 5212. For urgent, out-of-hours, or emergency concerns, call 020 8379 1000 or 999.

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

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

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

7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- Add your concerns to the Child Protection Management System (CPOMS) which will automatically alert the DSL/Safeguarding team and Head of Year. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

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

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

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

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

Staff must follow the school's safeguarding procedures for reporting and recording concerns, in addition to informing the DSL a detailed written record must be made on CPOMs by the member of staff raising the concern and by the DSL or DDSL of all communications, actions and decisions. This includes if they have made a direct referral as described above.

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

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

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

0800 028 3550 or email **fgmhelp@nspcc.org.uk**

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

Where possible, speak to the DSL first to agree a course of action. If the DSL is unavailable speak to the DDSL and in their absence the most senior member of SLT onsite. Heads of Year form part of the pastoral safeguarding team and should also be spoken to in these instances.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible and add the FACTS and ACTION taken on to CPOMS.

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

Early help assessment

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Practitioners should be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Is suffering from mental ill health
- Has returned home to their family from care
- Is a privately fostered child
- Has a parent or carer in custody
- Is missing education, or persistently absent from school, or not in receipt of full-time education

- Has experienced multiple suspensions and is at risk of or has been permanently excluded.

The school will work with local safeguarding partners to:

- Identify children who would benefit from early help
- Undertake an assessment of need
- Ensure good ongoing communication
- Co-ordinate or provide support as part of a plan to improve outcomes
- Engage effectively with families to help meet the needs of the child.

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

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The Enfield Family Help Model centres around the borough's Youth and Family Hubs and Early Help Hub, providing integrated community support, parenting programs, and targeted interventions from pregnancy up to age 19 (or 25 for young people with special educational needs).

Enfield Family Help can be contact via 0208 379 2002 or by making an online referral.

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

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

The DSL will seek confirmation that the referral has been received and will ensure that the outcome and any agreed actions are recorded in the CPOMs case entry. Where the school does not receive an appropriate or timely response the DSL will follow the local safeguarding partnership's escalation procedures and will continue to advocate for the child until their safeguarding needs have been appropriately addressed.

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

Enfield's Children's MASH (Multi-Agency Safeguarding Hub) handles safeguarding referrals.

- **Urgent child protection concern:** call **020 8379 5555** first, rather than waiting to complete the online referral.
- **Non-urgent safeguarding referral:** complete the **Child Protection** referral through the Enfield Children's Portal.

- **Out of hours:** call the Emergency Duty Team on **020 8379 1000**.
- **If someone is in immediate danger:** call **999**.

Enfield also has a professional consultation line (**020 3855 6241**, 10am–2pm Monday–Friday) if you're unsure whether the concern meets the safeguarding threshold.

7.5 If you have concerns about extremism

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

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

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

7.6 If you have a mental health concern

The mental health lead at Kingsmead School:

Safeguarding Officer and Mental Health Lead: Ms B Robinson safe@kingsmead.org

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

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also, in some cases, develop into safeguarding concerns (for example, self-harm).

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise, including:

- Significant changes in behaviour,
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4. If you feel that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parent or other suitable person.

If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree on a course of action.

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

The pastoral team are available to provide support for students who are struggling with their mental health.

The school aims to follow the guidance set out in Mental Health and Behaviour in Schools government document.

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

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

Young Minds
NHS
NSPCC

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

7.7 Concerns about a staff member, supply teacher, volunteer or contractor

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

The Headteacher/DSL will then follow the procedures set out in appendix 2, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher or DSL, report it directly to the local authority designated officer (LADO). The contact details are in section 1 of the policy.

7.8 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. In addition, passing off abuse of 'boys being boys', can lead to a culture of misogyny.

We also recognise the gendered nature of child-on-child abuse and that for some forms of child-on-child abuse, it's more likely that girls will be victims and boy's perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent and involves physical assault and harm, or the threat of harm with a weapon
- Involves students being forced to use drugs or alcohol
- Involves discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- Involves harmful sexual behaviour (HSB), including misogyny, sexual harassment or sexual violence, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including self-generated intimate images made using AI).

We recognise, in line with KCSIE 2026 paragraphs 37, that child-on-child abuse is likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Harmful sexual behaviour exists on a continuum and may escalate into sexual harassment or sexual violence; it can occur online or face-to-face and is never acceptable.

Procedures for dealing with allegations of child-on-child abuse or sexual harassment

When a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Both the perpetrator and the victim will receive education to support them to understand what has taken place.
- The alleged perpetrator will receive support to avoid receiving similar allegations in the future and a sanction where necessary.
- The victim will be offered support surrounding the incident that has taken place.
- All reports of child-on-child abuse will be recorded by the BFL team and/or the safeguarding team. Reports will be added to the child protection online monitoring system (CPOMS).
- All incidents of a sexual nature must have a Sexualised Behaviour Template completed by the BfL manager or safeguarding team. This is then added to CPOMS.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending self-generated intimate images including those generated using Artificial Intelligence (AI), e.g. deepfakes.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

- Recognise the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increases the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment
- Be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils' attitudes
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.
- That exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). Support will be provided at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent the school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

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

7.9 Sharing of nudes and semi-nudes

Your responsibilities when responding to an incident

All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response. If you are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nudes, including where generated by AI, you must report it to the DSL immediately.

You must **not**:

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

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding, Behaviour or Year leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

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

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

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

A sexualised behaviour template will be completed regarding the incident and added to CPOMS for record.

Further review by the DSL

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

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

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the DSL.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMs & the schools MIS system.

Curriculum coverage

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

- What it is.
- How it is most likely to be encountered.
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment. This also includes making such images, including where generated by AI
- Issues of legality.
- The risk of damage to people's feelings and reputation.

students also learn the strategies and skills needed to manage

- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images.

This policy on the making or sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.10 Reporting systems for our students

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

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

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Make it clear who the safeguarding team are and what services are available to them on a daily basis.
- Provide ways of allowing students to report concerns confidentially using our post box system outside the safeguarding offices.
- Seek and consider pupils views on the effectiveness and accessibility of the reporting systems and responses as part of the annual safeguarding review and ongoing pupil voice activities.

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

Options for reporting concerns from students are:

- Speaking to any member of staff.
- Email safe@kingsmead.org.
- Putting a note in the red box outside the safeguarding team offices

8. Online safety

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

At Kingsmead School we use a wide range of technology. This includes computers, laptops, tablets, the internet, our learning platforms, intranet, email systems, messaging systems and other digital devices. All school owned devices and systems must be used in accordance with our acceptable use policies and with the school's appropriate safety and security measures. All devices owned by staff, pupils and visitors must also be used in accordance with our acceptable use policies and the appropriate safety and security measures.

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

To address this, we aim to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and Governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community. All MLT schools are mobile phone-free schools, and expectations are made clear to all students and parents.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated by AI e.g. deepfakes), sharing other intimate images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

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

- Educate students about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training at least once each academic year
- Educate parents about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make all students, parents, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's IT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the Trust Online Safety Policy.

Carry out an annual review of our approach to online safety, including the filtering and monitoring systems, supported by an annual risk assessment that considers and reflects the risks faced by our school.

Artificial Intelligence

Kingsmead will follow the DfE's guidance: Generative AI: product safety expectations - GOV.UK to support with the safe use of AI tools.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Kingsmead School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (for example, bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our schools' requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education (KCSIE).

Kingsmead School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Kingsmead School recognises that filtering and monitoring requirements apply to the use of generative AI within education.

Staff will be trained in the school approach to generative artificial intelligence and how to use it effectively and safely when carrying out their duties and responsibilities.

The school will treat any use of AI to access harmful content or bully pupils in line with this policy and our online safety, behaviour and child-on-child abuse policies.

9. Notifying parents

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

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

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

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

10. Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges (both online and offline) and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

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

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

- Allocated Learning Support Assistant to each year group
- Additional monitoring and tracking of progress by the SENCO and Head of Year
- Individual Education Plans outlining key strategies and targets that are reviewed throughout the year

11. Children questioning their gender

In recent years, there has been an increase in the number of children who are questioning their gender.

- Kingsmead school will not initiate any action in this area, and any action will follow a request from a student or parent.
- We will work with parents to determine the best interests of their child.
- On the rare occasion that involving a parent would cause harm, the DSL will determine next steps.
- Staff are aware of the potential vulnerabilities of children who are questioning their gender and will be appropriately curious about the range of the child's experiences, for example mental health needs and discriminatory bullying.

In terms of the school site, we will:

- Not allow children into toilets designated for the opposite biological sex
- Seek to provide an alternative toilet facility for children questioning their gender
- Not allow children to use changing room facilities with members of the opposite sex
- We will seek to provide an alternative space (or time) for changing (Student reception or Medical).

- Will not allow a child to share overnight accommodation (as part of a trip) with a child of the opposite sex. If it is possible, within the constraints of the trip, schools will consider alternative arrangements for children questioning their gender.
- Keep a record of requests for these arrangements.

Members of staff will not adopt any changes relating to social transition unless a decision has been made by the school and a child's parents/carers have been involved (as set out in Keeping Children Safe in Education (KCSIE)).

In making decisions about supporting social transition, the school will ensure compliance with its obligations in respect of safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by the school's evaluation of the welfare and best interests of the child and other children. The schools will make decisions in line with the following principles:

- The school has statutory duties to safeguard and promote the welfare of all children: the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes
- Parents and carers should be actively involved and their views treated with importance: (except in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them) where a child who is questioning their gender asks for support from the school parents/carers will be engaged as a matter of priority and their views will carry great weight and be properly considered
- Accommodating social transition is an active intervention so the school will take a very careful approach: social transition is an active intervention that may have significant effects on the child in terms of their psychological functioning and longer-term outcomes
- The school will comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition

The school will ensure that the decision-making process is documented and records are kept.

The circumstances or needs of a child may change over time, and the school may need to review its original decision and will involve the DSL in doing so.

12. Students with a social worker

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

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

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

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support.

13. Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL and designated teacher for LAC students has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, Cathy May SENCO, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.
- Share the relevant information on the statutory care plan provided by the child's allocated local authority (notes this might not be Enfield if they came into care when living our of borough) with staff as appropriate.
- Ensure staff understand the vulnerabilities of looked-after children in relation to certain types of harm, including sexual exploitation. You should also be aware of other factors that can make a looked-after child more vulnerable, including:

    - SEND
    - Being placed out of area
    - A history of frequent missing episodes
    - Being deprived of their liberty

14. Record-keeping

All safeguarding records are held on CPOMS. We will hold records in line with our Data Retention Policy.

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

Records will include:

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

Concerns and referrals will be kept in a separate child protection file for each child.

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

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

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

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

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

- All records will be electronic based. Paper records will be added to CPOMS
- All records will be held on CPOMS
- CPOMS requires two factor authorisation to be accessed ensuring the records are secure
- If a student transfers to another school the safeguarding file will be transferred and deleted from CPOMS. If Kingsmead is the last known school for a student their safeguarding file will remain on CPOMS.
- If external agencies request information about students the information will be shared using Egress where possible. If this services is not used by the recipient the email address will be checked to ensure it is an organisation email and not a personal account.

15. Training

15.1 All staff

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

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers: Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all students.

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

All training will be directed through the National College to ensure that this is up to date, external training will be uploaded and confirmation that staff have read KCSIE will also be completed on this platform.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, bulletins and staff meetings).

Contractors will be asked to provide assurance of completion of statutory training including safeguarding training.

Volunteers will receive appropriate training, if applicable.

15.2 The DSL and deputies

The DSL and deputies (including HOY, SENCO, Careers Advisor & BFL Manager) will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake prevent awareness training.

15.3 Trustees

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

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

16. Links with other policies

This policy links to the following policies and procedures:

- Positive Behaviour and Anti-bullying
- Staff Code of Conduct
- Safer Recruitment
- Complaints
- Conduct
- Cyber Security
- Health and Safety
- Attendance
- Online Safety
- Acceptable Use Policies
- Equality
- Relationships, Health and Sex Education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy Notices
- Whistleblowing

Appendix 1: Safeguarding and Child Protection Summary

It is Everyone's Responsibility to Protect Children and Young People
School staff are often the people children and young people will turn to when they want to disclose information about abuse.

It is important that we **pass on disclosures or concerns quickly** so that others can make the decision on actions.

Safeguarding applies to all children.

Child Protection is part of safeguarding and promoting welfare to protect specific children who are suffering or are likely to suffer, significant harm.

Definition of Child Abuse - Abuse or neglect of a child by inflicting harm or failing to act to prevent harm.

Abuse is 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 in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Categories of Abuse

Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse

Neglect The persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development.

This may include:

- Lack of adequate nourishment or shelter
- Lack of medical attention when needed
- Lack of cleanliness or hygiene
- Inappropriate clothing
- Absence of boundaries

Physical Abuse Actual physical injury to a child or failure to prevent injury

This may include:

- Hitting
- Shaking
- Throwing
- poisoning
- Drowning
- Suffocating
- Fabricating or deliberately inducing symptoms of an illness in a child.

Sexual Abuse Forcing or enticing a child to take part in sexual activities whether or not the child is aware of what they are doing.

This may include:

- Actual sexual contact or encouraging children to behave in sexually inappropriate ways
- looking at or in the production of pornographic material including on-line activities; grooming, sharing of youth produced sexual imagery

Emotional Abuse Persistent or severe emotional ill-treatment and or rejection of a child that may or has had an adverse effect on their emotional, behavioural or educational development.
This may include:

- Ridicule, rejection, humiliation
- Fear or intimidation
- Lack of contact with other children
- Inappropriate expectations
- Low warmth high criticism

Other forms of Child Abuse

Forced marriage and FGM are considered abuse in the UK and a violation of the human rights of girls and women. Domestic Violence and drug and alcohol abuse in the home can also put children at risk. Vulnerability to radicalisation/extremism and gang related activities including serious violent crime; grooming and sexual exploitation; child on child abuse including sexual and violent behaviours, sharing of youth produced sexual imagery and on-line abuse.

How to respond to a student who is disclosing abuse

- Reassure the student but don't promise confidentiality
- Ensure the student feels safe - be aware of your body language, eye contact
- React calmly – keep responses short, simple, slow quiet and gentle
- Don't interrogate the student: observe and listen, don't put words in their mouth
- Don't stop a student who is freely recalling significant events
- Don't judge the abuser
- Make accurate notes at the time or asap about what has been told, seen or heard

The 4R's of Safeguarding

- **Recognise** know our students and their needs (students accessing safeguarding intervention are listed on the 'pyramid of need' on the staff landing page).
- **Respond** address the concern/listen to their disclosure
- **Report/Record** contact the safeguarding team via the safeguarding mo0bile and/or add to CPOMs
- **Refer** Safeguarding team will refer to the relevant support

Professional Curiosity – 5 Whys

Professional curiosity is key when listening to a student who is making a disclosure. Asking 'Why' 5 times enables you to dig deeper and harvest as much information as possible which will subsequently inform follow up actions and referrals.

Appendix 2: specific safeguarding issues

Children absent from education

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate

mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage.

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

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

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Child criminal exploitation

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

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

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education.

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

Child sexual exploitation

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

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

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

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

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

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

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

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

We have a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse'

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, including misogyny, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated by AI e.g. deepfakes
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

When staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

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

Homelessness

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

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

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

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

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

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

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

FGM

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

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

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

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

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

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

Forced marriage

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

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

The DSL will:

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

Preventing radicalisation

- Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system.

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

Schools have a duty to prevent children from becoming terrorists or supporting terrorism. The DSL will undertake prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school becoming terrorists or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

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

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

Staff will be alert to changes in students' behaviour. The government website Educate Against Hate and the NSPCC say that signs that a pupil is being radicalised can include:

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

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

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex

- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse, neglect or exploitation. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs.

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

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

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

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

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

Checking the identity and suitability of visitors

All visitors will be required to verify their identity.

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

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

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

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

Use of School Premises by Outside Organisations

Our facilities/premises are hired or rented out to organisations or individuals on both a regular and occasional basis. At Kingsmead School we will seek assurance and verification that the organisations or individuals concerned have appropriate safeguarding and child protection policies and procedures in place in line with DfE guidance Keeping children safe during community activities, after school clubs and tuition.

We will also put in place arrangements for a representative of the organisation or individual hiring our facilities to liaise with the school on any safeguarding concerns. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. As part of the terms of hire agreement between the school and organ isation, we will seek written assurance that each hirer has appropriate arrangements in place to keep children safe in line with KCSIE 2026.

If a concern is raised about an adult working for any of the organisations or an individual using the school's premises, the school will follow its procedures for dealing with allegations against staff, this includes informing the LADO.

Any services or activities provided by the Trustee Body and under the direct supervision or management of their school, the school arrangements for child protection will apply.

Out-of-school-setting providers

From time-to-time we place a pupil with an alternative provision provider. We have a policy and clear protocols for the use of alternative provision. The school retains responsibility for the safeguarding of pupils placed in alternative provision and will undertake appropriate due diligence before any placement is made. This will include a visit to the provision by a member of school staff to ensure that it is suitable for the pupil's individual needs and has robust safeguarding arrangements in place that meet the requirements of KCSIE.

We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, in line with the checks the school would undertake for its own staff. The provider must also inform the school of any staffing changes or other arrangements that may put the child at risk, so that appropriate safeguarding checks can be assured. In addition, we will obtain written assurance that the provider knows where the pupil is based during school hours and will notify us immediately if a child is not attending, goes missing or a safeguarding concern is identified. We will review placements at least half-termly.

Kingsmead School will ensure that any pupils placed in alternative provision follow an appropriate RE/RSE/RSHE and online safety curriculum.