KING'S ELY

Child Protection and Safeguarding Policy

September 2026

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EQUALITY STATEMENT

King's Ely welcomes pupils, parents, staff and visitors from many different backgrounds, cultures, faiths and communities. The School is committed to equal opportunities, inclusion and equal treatment for all members of the School community. We will not unlawfully discriminate against anyone on the basis of any protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We are committed to fostering a respectful, safe and supportive environment in which all pupils are able to thrive, feel valued and access the full life of the School, with reasonable adjustments made where required.

INTRODUCTION

This is a 'Whole School' Policy which is applicable to all pupils, staff, Governors and other adults and volunteers working in or on behalf of The King's School, Ely (the "School"). It applies whenever staff are working with pupils, on and off site. It is recognised that support staff as well as teaching staff can be the first point of disclosure for a child. Parents or guardians may also, and are encouraged to, contact the School, should they have any safeguarding concerns. This Policy applies to all pupils, including those who are aged over 18, because the School is committed to maintaining its safeguarding approach for all pupils, ensuring a consistent and robust standard of care. However, we recognise that adaptations and additional considerations may be necessary for pupils aged over 18. Further information about possible adaptations/considerations for the School in respect of pupils aged 18 and over are set out in Appendix 10.

This Policy sets out how the School's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at King's Ely. This Policy applies to **all** staff, paid and unpaid, working in the School, including Governors. We recognise that teaching assistants, support staff and office staff, as well as teachers, can be the first point of disclosure for a child. Concerned parents/carers may also contact the School and its Governors.

This Policy is consistent with the Cambridgeshire Safeguarding Children Partnership Board procedures.

The School, which comprises the staff, Governors and the Senior Leadership Team (SLT), fully recognises the responsibilities it has under Section 157/175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, Keeping Children Safe in Education 2026 (KCSIE 2026), the National Minimum Standards for Boarding Schools (2026) and the Non-Maintained Special Schools (England) Regulations 2015 to have arrangements in place to safeguard and promote the welfare of children. This Policy sets out how the School's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the School.

For the purposes of this Policy safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;

- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education 2026' (KCSIE 2026). All staff, including those who do not work directly with children, must read and understand Part One of KCSIE 2026. Staff who work directly with children, together with school leaders and those with specific safeguarding responsibilities, must also read Annex A of KCSIE 2026. Copies of, or access to, this Policy, Part One of KCSIE 2026 and, where applicable, Annex A will be provided at induction and reviewed at least annually. The duties and responsibilities that all staff have through their day-to-day contact with pupils, direct work with families, or their wider role within the School are:

- to identify concerns early, provide help for children, and prevent concerns from escalating;
- to provide a safe environment in which children can learn;
- to identify children who may benefit from Family Help;
- to know what to do if a child tells them he/she is being abused, neglected or exploited;
- to follow the referral process if they have a concern.

King's Ely is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of "*it could happen here*" and recognise that safeguarding is everyone's responsibility. King's Ely ensures that pupils are respected, listened to, and supported when raising concerns. We remain child-centred and consider the child's voice, wishes, and lived experience in all safeguarding decisions. Safeguarding is embedded throughout School life, curriculum delivery, policies and decision-making.

King's Ely is fully committed to creating a culture of vigilance. We expect everyone who works in and visits the School to share this commitment. We encourage staff, pupils, and visitors to report anything that concerns them, and the School will always act in the best interest of the child. Staff recognise that no single practitioner can have a full picture of a child's circumstances and therefore effective information sharing and multi-agency working are essential.

Pupils at King's Ely are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our pupils know how to get help when they need it. In line with the latest Working Together to Safeguard Children, we place importance on contextual safeguarding and consider risks in our local community when assessing the safety of our pupils.

Key external documents are:

- 'Keeping Children Safe in Education: Statutory guidance for schools and colleges' (DfE, September 2026);
- 'Working Together to Safeguard Children': Statutory guidance on multi-agency working to help protect and promote the welfare of children (DfE, 2023);
- 'National Minimum Standards for boarding schools' (DfE, 2026);
- 'Guidance for Safer Working Practice for those working with children and young people in education settings' (Safer Recruitment Consortium, 2022);
- 'What to do if you're worried a child is being abused: advice for practitioners' (DfE, 2015);
- 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (DfE, 2024);
- 'After-school clubs, community activities and tuition: safeguarding guidance for providers' (DfE, 2023);
- 'Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges' (DfE, 2025);
- 'Behaviour in schools' (DfE, 2024);
- 'Preventing and Tackling Bullying' (DfE, 2017);
- 'Working Together to Improve School Attendance' (DfE, 2024);
- 'Prevent Duty Guidance: England and Wales' (Home Office, 2023);
- 'Managing the risk of radicalisation in your education setting' (DfE, 2023);
- 'Channel and Prevent Multi-Agency Panel (PMAP) guidance' (Home Office, 2023);
- 'Multi-agency statutory guidance on female genital mutilation' (Home Office, DfE, and Department of Health and Social Care, 2020);
- 'Forced marriage resource pack' (Home Office, 2023);
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (Department for Science, Innovation and Technology and UK Council for Internet Safety (UKCIS), 2024);
- 'Child sexual exploitation: definition and guide for practitioners' (DfE, 2017);
- 'Review of sexual abuse in schools and colleges' (Ofsted, June 2021);
- 'When to Call the Police: guidance for schools and colleges' (National Police Chiefs' Council);
- 'Children missing education' (DfE, 2024);
- 'Searching, screening and confiscation in schools' (DfE, 2023);
- 'Safeguarding and protecting people for charities and trustees' (The Charity Commission, 2022);
- 'Relationships and sex education (RSE) and health education' (DfE, 2021).

There are four main elements to the King's Ely Policy:

- **Prevention** - through the teaching and pastoral support offered to pupils, and the creation and maintenance of a Whole School protective ethos;
- **Procedures** - for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are attached (see Appendix A);

- **Supporting children** - particularly those who may have been abused or witnessed violence towards others;
- **Preventing unsuitable people working with children** - processes are followed to ensure that those who are unsuitable to work with children are not employed by the School.

The latest version of this Policy is available on the King's Ely website and upon request.

1. PREVENTION

At King's Ely we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The School will therefore:

- establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to;
- ensure children know that there are trusted adults in the School whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- tailor the King's Ely curriculum to be age and stage of development appropriate, so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities;
- incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality;
- ensure that all staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns will be responded to in accordance with our Social Respect (Anti-bullying) Policy & Strategy;
- incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:
    - Relationships and sex education;
    - Families;
    - Respectful relationships;
    - Online safety and awareness;
    - Being safe;
    - Intimate and sexual relationships, including sexual health;
    - Health and wellbeing;
    - Mental wellbeing;
    - Wellbeing online;
    - Physical health and fitness;
    - Healthy eating;
    - Drugs, alcohol, tobacco and vaping;
    - Health protection and prevention, and understanding the healthcare system;

- Personal safety;
- Basic first aid;
- Developing bodies.

2. PROCEDURES

King's Ely is part of the Cambridgeshire Local Authority, and we follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board's 'Multi-Agency Procedures' document and established by the safeguarding partners. A copy of these procedures can be found via the link here and on their website:
Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

Key Contacts

King's Ely Safeguarding Governor: Anthea Kenna	safeguardinggovernor@kingsely.org via School 01353 660700
Customer Service Centre - Social Care (child) Referrals – in office hours 9am–5pm; Mon–Fri.	0345 045 5203
Referrals to the Local Authority – outside office hours: Emergency Duty Team	01733 234724
Early Help Hub - Submission and Support/Advice	Early.HelpHub@cambridgeshire.gcsx.gov.uk 01480 376666
Education Safeguarding Team – Jackie Cannell **Named Senior Officer for Allegations** - Phil Nash, Leadership Advisor	ECPS.General@cambridgeshire.gov.uk 07990 936820 01223 699448 / 07920 270820
Police (non-emergency)	101
Counter Terrorism Police: Prevent Team (office)	Prevent@cambs.police.uk 01480 422596 / 101 ext. 2596 or 2595
SCPB	safeguardingboards@cambridgeshire.gov.uk
LADO - Local Authority LADOs	LADO@cambridgeshire.gov.uk 01223 727967
Office of the Children's Commissioner	help.team@childrenscommissioner.gov.uk 0800 528 0731
National Domestic Abuse Helpline	0808 2000 247
Prevent Office	01480 422596
Counter Extremism - DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors	counter-extremism@education.gsi.gov.uk 020 7340 7264
Child and Adolescent Mental Health Services (CAMHS) **Cambridgeshire Sexual Behaviour Service**	0207 089 5050

	SexualBehaviourService365@cambridgeshire.gov.uk
Cambridgeshire Safeguarding Children Service	0808 800 5000
NSPCC Whistleblowing helpline	0300 029 5050 help@nspcc.org.uk
NSPCC dedicated helpline for reports of sexual assault and abuse in schools	0800 136 663
NSPCC dedicated helpline for reporting FGM	0800 028 3550
Women's Aid 24-hour Domestic Violence Helpline	0808 2000 247

Roles and Responsibilities:

Designated Safeguarding Lead (and Deputies):

The Designated Safeguarding Lead (DSL) is Charlie Fisher (Deputy Head, King's Ely Senior). Nicole Duffield (Wellbeing Advisor) is the School's registered Lead for the Prevention of Radicalisation. The Deputy Designated Safeguarding Leads (DSLs) are Jane Thomas (Head, King's Ely Senior), Simon Kibler (Head, King's Ely Prep), Faye Fenton-Stone (Head, King's Ely Acremont and DDSL with responsibility for the Early Years Foundation Stage). Each section of King's Ely has at least one designated senior member of staff with responsibility for Child Protection and welfare matters (DSO), who has undertaken the two-day training course provided by Cambridgeshire County Council Education Safeguarding Team (updated at least every two years and which includes local inter-agency working protocols and training in the SCPB's approach to the Prevent duty). The list of the School's Designated Safeguarding Officers is at Appendix 5 of this Policy. In addition to the formal training set out above, the DSL, DDSLs and the DSOs refresh their knowledge and skills via bulletins, meetings, Educare and Judicium on-line courses, and further reading, at least annually.

It must be noted that the lead responsibility for Child Protection remains with the DSL and cannot be delegated. Furthermore, whilst recognising that Child Protection is a collective responsibility of the Governing Body and this responsibility cannot be delegated to one person, **the designated Child Protection Governor for King's Ely is Anthea Kenna**, who is experienced in Child Protection. The Child Protection Governor meets at least half termly with the DSL and actively reviews the School's effectiveness in implementing this Policy, acts as direct liaison with the Governing Body and is involved/consulted by the School as necessary. As befits the role, the designated Governor has undertaken appropriate safeguarding training. Furthermore, the Board of Governors has appointed a Governor with responsibility for boarding who maintains an

overview of the boarding provision at King's Ely, and a Governor with responsibility for the Early Years Foundation Stage, both of whom report back to the Governing Body.

The DSL will:

- take lead responsibility for safeguarding, with the support of the Deputy DSLs;
- be available during term time for staff to discuss any safeguarding concerns;
- ensure robust cover arrangements are in place for periods when they are unavailable due to illness, leave, or other circumstances; in this circumstance concerns should be raised with the DDSL for the relevant section, or, if they are unavailable, with any named DSO. Note that the relevant DSOs will be notified when a concern is raised on My Concern;
- lead on referrals to local authority Children's Social Care; the Channel Programme where there is a radicalisation concern; the DBS where relevant, in relation to allegations of abuse made against staff; and where a crime has been committed, to the Police with reference to the National Police Chiefs' Council guidance NPCC- When to call the police;
- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners and share information with them as required;
- liaise with the Principal to keep them informed of issues, especially police investigations and ongoing enquiries under Section 47 of the Children Act 1989;
- liaise with the Case Manager as required, and the LADO for Child Protection concerns, in cases which concern a staff member;
- liaise with relevant staff at King's Ely, e.g., SENCO, Senior Mental Health Lead, Attendance Lead, online safety providers, etc.;
- promote engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and Child Protection issues of pupils and through identifying the impact these may have on attendance, engagement and achievement at King's Ely;
- work with staff to ensure that King's Ely knows the cohort of children who have, or have had, a social worker, their academic progress and attainment, and maintain high aspirations for this cohort and support staff to enable these pupils to meet their potential;
- ensure records are kept in line with good record-keeping practice as outlined in KCSIE 2026;
- ensure Child Protection files are transferred to new schools within 5 days, ensuring safe transit and confirmation of receipt;
- ensure that this Policy and safeguarding procedures are accessible to all new and existing staff and that this is reviewed at least annually and is available publicly;
- liaise with local safeguarding partners to ensure that staff are aware of any training opportunities and the latest local policies;

- update training every two years, covering the content outlined in KCSIE 2026, and ensure any Deputy DSLs also renew this training;
- update own knowledge and skills at least annually;
- work to understand the views of pupils and encourage a culture of listening to pupils;
- hold and share information in line with the Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025, the UK General Data Protection Regulation (UK GDPR), and the guidance around information sharing in KCSIE;
- adopt and implement King's Ely's Restrictive Interventions Policy, including procedures for the use of reasonable force, ensuring that any intervention is necessary, proportionate and in the best interests of the child.

The Governing Body will:

- appoint a member of staff from the SLT to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and Child Protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and Child Protection remains with the DSL and cannot be delegated;
- ensure that the role of DSL and DDSL is explicit in the role holder's Job Description, as outlined in KCSIE 2026, Annex B;
- ensure that the DSL has the appropriate status, authority, skills and experience within the School to carry out the duties of the post. The Governing Body will give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Child Protection matters. The Governing Body will ensure that the DSL and deputies have undertaken the two-day training provided by the Cambridgeshire Education Safeguarding Team and that this training is updated at least every two years;
- ensure that, in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills, e.g. via updates, meetings or additional training, at least annually;
- ensure that every member of staff, paid and unpaid, and the Governing Body knows who the Designated Safeguarding Leads and Deputies are, and the procedures for passing on concerns from the point of induction;
- ensure that the DSL or DDSL are always available during School hours, during term-time to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if, in exceptional circumstances, the DSL and DDSLs are not available. The Governing Body will ensure that adequate and appropriate cover arrangements for any out-of-hour/out-of-term activities will also be arranged;
- liaise with the three safeguarding partners (Local Authority, Integrated Care Board and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2026 to recognise the pivotal role Education has to play in multi-agency safeguarding arrangements;
- ensure that the School is committed to robust multi-agency information sharing in accordance with Working Together to Safeguard Children, 2026. Consistent with the learning from Recommendation 57 of the Southport Inquiry, safeguarding practice will

take into account relevant information obtained from, and shared with, Children's Social Care, the Police and other relevant partner agencies to support effective assessment and management of risk;

- ensure every member of staff and every Governor knows:
- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the School, inside and outside of home, and online;
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation, and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi-Agency Procedures on the Safeguarding Children Partnership Board website - Multi-Agency Procedures;
- their role in the Early Help/Family Help/targeted support process;
- the process for making referrals to Children's Social Care;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
- the role of filtering and monitoring and the process for reporting issues.
- ensure that all staff recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, including low level concerns and allegations against staff;
- ensure that this Policy is available publicly either via the School's website or by other means;
- review and approve this Policy at each review juncture and hold the Principal to account over its implementation;
- appoint a Safeguarding Governor to oversee safeguarding compliance and the effectiveness of this Policy;
- read and understand KCSIE 2026, and review this guidance at least annually;
- engage with safeguarding training, including training at induction, that equips the Governing Body with the skills to provide strategic challenge in relation to safeguarding;
- be aware of the Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025, and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. In addition, adhere to the ICO guidance, which includes information on obligations and how to comply with them;
- review the filtering and monitoring system and processes to ensure compliance with KCSIE 2026.

All Staff will:

- receive appropriate safeguarding and Child Protection training, including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- receive safeguarding updates regularly through annual INSET training, termly safeguarding bulletins, regular staff briefings and twilight INSET that provide the relevant skills and knowledge to safeguard children effectively;
- understand local Family Help arrangements and the distinction between School-led support and support coordinated by the local authority and other safeguarding partners;
- be able to contribute effectively to Family Help assessments, plans and multi-agency interventions where required;
- receive training in emerging safeguarding risks including artificial intelligence (AI), deepfakes, misogyny & misandry, online misinformation, harmful sexual behaviour and serious violence;
- understand the process for making referrals to local authority Children's Social Care and for statutory assessments under the Children Act 1989, especially Section 17 (Children in Need) and Section 47 (Child Protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the Safeguarding Team with collecting information for enquiries or multi-agency meetings;
- understand that the process for making referrals locally is set out here;
- know what to do if a child tells them they are being abused, exploited, or neglected and maintain an appropriate level of confidentiality;
- know not to promise a child that they will not tell anyone about a report of any form of abuse;
- reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting;
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL;
- know the indicators of abuse, neglect, exploitation and modern slavery, exercise professional curiosity and know that such issues are rarely standalone ones;
- be aware of extra-familial and/or contextual risks which occur outside of the families, e.g. sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation;
- be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online;
- know how to report concerns about safeguarding practices within King's Ely via whistleblowing procedures or other means;

- know how to report concerns if staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, trainee teachers, volunteers, and contractors) harming or posing a risk of harm to children through the following process:
    - refer to the Principal who will consider whether an onward referral to the LADO is required;
    - concerns about the Principal should be referred to the Chair of Governors, and
    - report directly to the LADO where there is a conflict of interest.
- read and understand Part One of KCSIE 2026 and review this guidance at least annually. Staff who work directly with children, and those with specific safeguarding responsibilities, must also read Annex A. Staff should refer to Part Five of KCSIE 2026 where there are concerns or reports involving harmful sexual behaviour, sexual harassment or sexual violence between children;
- attend and engage with induction training, including reading and understanding King's Ely's:
    - Child Protection and Safeguarding Policy;
    - Behaviour Policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
    - Staff Code of Conduct;
    - Safeguarding Response to children who go missing from education (see the School's Attendance and Unauthorised Absence Policy for further details).

Multi-Agency Working

The School will work to develop effective links with relevant services to promote the safety and welfare of all pupils.

The School will cooperate as required, in line with 'Working Together to Safeguard Children,' (2026), with key agencies in their enquiries regarding Child Protection matters including attendance and providing written reports at Child Protection conferences and core groups for both Child Protection and Risks Outside the Home (ROTH).

The School will notify the relevant Social Care Team immediately if:

- it should have to suspend or exclude a pupil who is subject to a Child Protection Plan;
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

When a pupil who is subject to a Child Protection Plan leaves King's Ely, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Child-on-Child Abuse (including Harassment and Violence)

In line with our strong commitment to safeguarding, at King's Ely we believe that all children have a right to learn in a safe environment and take a Whole School approach to child-on-child

abuse, which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. By definition, it applies to abuse by one child of another child – regardless of the age, or stage of development, or any age differential between them.

We recognise that child-on-child abuse can manifest itself in many ways. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. This behaviour will be dealt with in line with our Behaviour Policy and our Social Respect (Anti-Bullying) Policy.

Child-on-child abuse can include, but is not 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 (also known as 'teenage relationship abuse');
- physical abuse which can include 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);
- serious physical assault and harm, or the threat of harm with a weapon;
- harmful sexual behaviour, including misogyny & misandry, sexual violence and sexual harassment;
- 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 AI-generated images, manipulated images and deepfakes;
- upskirting, which is a criminal offence;
- initiation/hazing-type violence and rituals.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

- create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment, will not be tolerated;
- promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities;
- provide training for staff about recognising and responding to child-on-child abuse;
- ensure that staff challenge inappropriate behaviours between children that are abusive and do not downplay instances of child-on-child abuse, including sexual violence and sexual harassment, as an inevitable part of growing up or 'banter';

- include within the curriculum information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online;
- provide high-quality Relationship and Sex Education (RSE) and/or enrichment programmes, including teaching about consent;
- ensure that staff members follow the procedures outlined in this Policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or Deputy) in line with safeguarding procedures;
- recognise the risk of intra-familial harms and provide support to siblings following incidents when necessary.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Behavior Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviors.

Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Between Children

Harmful sexual behaviour can occur between two or more children of any age and sex, from primary through to secondary stage and into Sixth Form. It can occur also through a group of children towards a single child or towards another group of children. Harmful sexual behaviour exists on a continuum and may escalate into sexual harassment or sexual violence; it can occur online and face-to-face (both physically and verbally) and is never acceptable.

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

At King's Ely we will:

- refer to 'Keeping Children Safe in Education - Part Five', 2026 for full details of procedures to be followed in such cases; also, we will refer to 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024);
- make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated;
- provide training for staff on how to manage a report of sexual violence or sexual harassment;
- make decisions on a case-by-case basis;
- reassure victims that they are being taken seriously and offer a supportive and respectful response, balancing the victim's wishes with the duty to protect them and other children;

- implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. We will record any risk assessments and keep them under review.
- give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations;
- liaise closely with external agencies, including the police, Social Care and Cambridgeshire Harmful Sexual Behaviour Service when required.

Early Help (including Family Help)

The School recognises that there are children who, whilst not suffering actual harm or in immediate danger, may benefit from Early Help (including Family Help) or may require additional support. Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life.

Any child may benefit from Early Help but all staff should be alert in particular to the potential need for Early Help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is a young carer;
- is in a family circumstance presenting challenges to that pupil such as substance abuse, adult mental health problems and domestic abuse;
- has a parent or carer in custody, or is affected by parental offending;
- has experienced multiple suspensions, and/or is at risk of being permanently excluded from School;
- is misusing substances and/or alcohol themselves;
- is frequently missing/goes missing from education, home or care;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is showing signs or early abuse and/or neglect;
- is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of being radicalised or exploited; and/or
- is a privately fostered child.

Staff should identify the forms of, symptoms and triggers of abuse, neglect and exploitation (See Appendix 1), share that information and work together to provide the pupil with the help they

need. Staff should pass on this information to the DSL, or a DDSL, in the usual way so that any Early Help needed from external support services can be identified and actioned quickly.
It is very important that the School involves the pupil and their family, where appropriate, in this process and that consent and agreement is reached at every step, unless the circumstances prohibit this.

If the pupil and/or their family do not consent to an Early Help Assessment, then the DSL should make a judgement as to whether, without help, the needs of the pupil will escalate to a significant harm level. If so, then a referral to Children's Social Care may be necessary in order to seek advice on the best way forward to help the child.

Pupil Relationships

The School recognises that in a co-educational, boarding environment, pupils may develop special friendships or intimate relationships. Staff should be alert to the potential for inequality in these relationships and for potential abuse between pupils.

Actions to be Taken if There are Concerns About a Child

If staff have any concerns about a child's welfare, action must be taken immediately. Staff must never assume that action will be taken by another colleague and staff must share information that might be critical in keeping a pupil safe. Further information on the protocol for raising a concern (using the My Concern platform) can be found at Appendix 9.

Child Protection and safeguarding are the responsibility of everyone and concerns about a pupil may be part of a bigger picture, therefore it is important that they are recorded. If there is a 'nagging doubt', or if something just doesn't 'feel right', there will often be a reason, and it should never be ignored.

All staff should know what to do if a child tells them they are being abused, exploited, or neglected, and maintain an appropriate level of confidentiality. All staff should know to act upon concerns about a child's welfare immediately.

All staff should be aware of the following when responding to concerns:

- **All staff should know not to promise a child that they will not tell anyone about a report of any form of abuse.**
- **All staff should be able to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.**
- **All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.**

If a member of staff is concerned about verbal conversations, disclosures, or signs of abuse or neglect, these should be recorded in writing and passed to the DSL immediately. If the member of staff is unsure, they should always speak to the DSL or a DDSL regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- further pastoral support in King's Ely;
- referral for Early Help and/or Family Help support in accordance with local safeguarding partnership arrangements;
- a referral to Children's Social Care.

King's Ely recognises the importance of identifying concerns at the earliest opportunity and providing help before issues escalate.

If the DSL and DDSLs are not available, a staff member should not wait; instead, they should consider speaking to another Designated Safeguarding Officer (DSO) in School, contacting local Children's Social Care for advice or making a referral. Any such action should be shared with the DSL as soon as is practically possible.

Parents/carers should be aware that King's Ely can make referrals when there is suspected abuse or neglect, and that our concerns regarding a pupil will be shared. King's Ely will always seek to share these concerns and the referral with parents/carers first, unless doing so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to do so.

Reporting and Recording Concerns

At King's Ely, staff report their concerns via the My Concern platform (see Appendix 9 for further details).

Staff should provide a first-hand summary of their concern or the details of a disclosure they have received. They will use professional language and try to capture the incident as it took place or as it was described to them. Staff members will report all concerns in a timely fashion. The Safeguarding Team will ensure that any action taken, or outcome is accurately recorded in line with good record-keeping guidance, which should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome;
- the rationale for the action taken, including where a decision to refer, or not, to external agencies has been made.

Pupils can confidently report concerns, knowing that these concerns will be taken seriously and that they can express their views and give feedback, too. This can be done through a variety of means, which include a conversation with any member of staff, email and the anonymous concern form system.

Record Keeping

The School will keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately. These records will be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. Records should include:

- a clear and comprehensive summary of the concern
- the child's wishes and feelings
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- a record of any discussion/communication with parents, other agencies etc.

Electronic records are stored on an identified, purpose-built, secure platform (MyConcern). In addition, appropriate secure storage arrangements are in place for any historic, hardcopy safeguarding files.

The School will ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2026, (page 184) and the Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving, particularly if it would support an assessment of risk to others in the school as well as the individual pupil.

The School will make parents aware that such records exist, except where to do so would place the child at risk of harm.

The School will ensure all actions and decisions are led by what is considered to be in the best interests of the child and that rationales are included for all discussions and decisions made.

Confidentiality and Information Sharing

Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR), the Data Protection Act 2018 and the Data (Use and Access) Act 2025, referred to collectively as the data protection laws.

At King's Ely we recognise the importance of information sharing between practitioners and local agencies. We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or when a child is already known to the local authority's Children's Social Care.

King's Ely is also part of Operation Encompass. This national initiative ensures the police share information with the DSL about any domestic abuse incidents to which a child has been present. This allows the DSL to provide timely support to the child as required by the start of the next school day.

The School will:

- ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately;
- ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024);
- ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the Compliance Lead at dataprotection@kingsely.org;
- ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- consider what other information should be shared with other relevant staff and when this should be shared;
- aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to not do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- record when decisions are made to share or withhold information, who information has been shared with and why (See 'Working Together to Safeguard Children,' 2026);
- withhold providing the data in compliance with the School's obligations under the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025, referred to collectively as the data protection laws, in cases where the 'serious harm test' is met;
- seek independent legal advice when in doubt;
- seek advice about confidentiality from outside agencies if required (see Information Sharing Duty - Draft Statutory Guidance) **N.B. this Duty does not come into force until 30th September 2026.**

Communication with Parents/Carers

The School will:

- ensure that parents/carers are informed of the responsibility placed on the School and staff in relation to Child Protection, by setting out its duties on the School website;
- undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action;
- record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the School believes that notifying parents could

place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if a Child in Need or Child Protection Enquiry is undertaken.

3. SUPPORTING CHILDREN

Reference is made to the School's Behaviour and Social Respect (Anti-Bullying) Policy, available on the School website via this link: www.kingsely.org/our-policies

The School recognises that **any** child may be subject to abuse, and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- providing curricular opportunities to encourage self-esteem and self-motivation;
- creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- applying the School's Behaviour and Social Respect (Anti-Bullying) Policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. King's Ely will ensure that the pupil knows that some behaviour is unacceptable, but that s/he is valued and not to be blamed for any abuse which has occurred;
- liaising with the Counselling and Wellbeing Lead where safeguarding concerns are linked to mental health in School for advice on case management;
- liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Targeted Support Teams;
- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- recognising that whilst **any** child may benefit from Early Help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety (Risks Outside The Home - ROTH). Staff are required to be particularly alert to the potential need for Early Help for children in particular circumstances. Please see KCSIE 2026 for the complete list. The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

King's Ely recognises that, statistically, children with special educational needs or disabilities (SEND) or certain medical or physical health conditions are more vulnerable to abuse and can face additional safeguarding challenges both online and offline. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse, neglect and exploitation.

The School has pupils with emotional and behavioural difficulties and/or challenging behaviours. The School will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall Behaviour Support Plan agreed with parents/carers.

As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. These personal safety skills will include: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk (including online). The content of lessons will be shared with parents/carers so that these skills can be supported at home.

King's Ely has pupils who may have communication difficulties, and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse which can be recognised by staff with a good knowledge of the child.

Under the Equality Act, there is a duty upon the School to make reasonable adjustments for disabled children and young people. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

King's Ely recognises that children who are living in a home environment which requires them to act as a Young Carer for a family member with an illness or disability, mental health condition or an addiction can increase their vulnerability.

The School recognises that having those caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

King's Ely will: seek to identify Young Carers; be alert to their needs; offer additional support internally and ensure they receive support from appropriate agencies at the right time.

Children at Risk of Criminal Exploitation

Criminal exploitation of children (CCE) is a form of harm that is a typical feature of county lines activity. Children are forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of such a group.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home (ROTH).

King's Ely will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this Policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's ROTH Assessment Form and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The School recognises that young people who go missing from education can be at increased risk of child criminal exploitation, modern slavery and/or trafficking, and has procedures in place to ensure appropriate responses to children and young people who go missing, particularly on repeat occasions.

Children at Risk of Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and can range from opportunistic to complex, organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this Policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's ROTH Assessment Form and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The School recognises that young people who go missing from School can be at increased risk of sexual exploitation and has procedures in place to ensure an appropriate response to children and young people who go missing, particularly on repeat occasions.

Children Persistently Absent from Education

The School recognises that for children who have unexplainable and/or persistent absences from education, this can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation, child criminal exploitation, modern slavery, mental health

problems, risk of substance abuse, risk of travelling to conflict zones and risk of FGM or forced marriage.

King's Ely monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance and Unauthorised Absence Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The School endeavours to hold more than one emergency contact for each pupil, to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the School follows the procedure as set out in Cambridgeshire's Children Missing from Education guidance. The School will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

At King's Ely we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify, and provide appropriate support to, pupils who have gone missing through the Operation Encompass initiative. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and Child Protection information.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or has reported evidence of their substance misuse, is not necessarily sufficient in itself to consider a Child in Need or Child Protection referral. However, the School will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual or criminal exploitation;
- that the child's substance misuse dependency is affecting their mental and physical health and social wellbeing;
- where the misuse is suspected of being linked to parent/carer substance misuse;
- where the child's substance misuse dependency is putting the child at such risk that intensive specialist resources are required;
- where the child is perceived to be at risk of harm through any substance associated criminality.

Children Living with Substance-Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features, such as domestic abuse. When the School receives

information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- The parent/carer/other family member's drug and/or alcohol use is at a problematic level, and they are unable to provide care for the child.
- The family home is used for drug taking/dealing/illegal activities.
- Chaotic drug and alcohol use is leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- The child or household member is found in possession of Class A or Class B drugs/drug paraphernalia, or it is found in the home.
- There is evidence of substance/drug misuse during pregnancy.

Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and recognises the impact of domestic abuse on children, as victims, if they see, hear or experience the effects of domestic abuse.

All children can witness, and be adversely affected by, domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic abuse is defined as any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, emotional, coercive or controlling behaviour.

King's Ely recognises that where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this Policy if concerns of domestic abuse arise. The School will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At King's Ely we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic abuse incidents to which the police have been called with the Designated Safeguarding Lead / Domestic Abuse (DA) Lead where a King's Ely pupil has been present. On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and Child Protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years Settings'.

Children at Risk of "Honour" or Faith-Based Abuse including Female Genital Mutilation (FGM) and Forced Marriage

"Honour" or Faith-Based Abuse (HBA) can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

King's Ely takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this Policy.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

It is illegal and a criminal offence to exploit children under the age of 18 by arranging for them to marry, under any circumstances whether or not force is used.

The School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this Policy.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is recognised as a form of child abuse with long-lasting harmful consequences. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the Child Protection procedures outlined in this Policy. Staff will report concerns to the DSL, who will

make appropriate and timely referrals to Social Care. In these cases, parents will not be informed before seeking advice and the case will still be referred to Social Care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police via the DSL. Teachers should still consider and discuss any such case with the DSL and involve Social Care as appropriate.

Children Previously in Care or who have Returned Home to their Family from Care

The School recognises that a previously looked after child potentially remains vulnerable. The School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern, in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Multi-Agency Procedures.

Children Showing Signs of Abuse, Neglect and/or Exploitation

King's Ely recognises that experiencing abuse, neglect or exploitation may have an adverse impact on those children, an impact which may last into adulthood without appropriate intervention and support. Our School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant, or passive and withdrawn. At King's Ely we recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside School and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Risks outside the home take a variety of different forms, and children can be vulnerable to multiple harms including, but not limited to, sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

King's Ely will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this Policy.

Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, King's Ely recognises that protecting children from this risk must form part of the School's safeguarding approach.

The Governing Body will ensure that the DSL has undertaken Prevent Lead training and that it is updated every two years, that there is a Prevent Lead in post within the School and that all staff receive training about the Prevent Duty.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The School's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website:

National Prevent Referral Form. See also Prevent Duty Guidance: for England and Wales, HM Government, (March 2024).

Privately Fostered Children

Private fostering is when a child under the age of 16 (or under 18 if disabled) is provided with care and accommodation by a person who is neither a parent, nor a person with parental responsibility for them, nor a close relative, in their own home for 28 days or more.

The School will follow their mandatory duty to inform the local authority of any private fostering arrangements and will refer via the Customer Service Centre using the email address ReferralCentre.Children@cambridgeshire.gov.uk.

Children Attending Alternative Provision (AP)

When placing pupils in any form of Alternative Provision (which, at King's Ely, is more likely to relate to alternative sports provision than anything behavioural), King's Ely remains responsible for their safety and wellbeing. The DSL or an appropriate DSO will undertake robust quality assurance to ensure that the Alternative Provider has the appropriate safeguarding arrangements in place. We maintain ongoing contact with the provider, monitoring attendance, and remaining alert to any emerging concerns. These responsibilities apply regardless of the number of hours a pupil attends the AP setting.

Children Who Have Family Members in Prison

The School is committed to supporting children and young people who have, or have had, a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

King's Ely recognises that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers and/or to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. The School will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The School will work with the family, specialist organisations and the child to mitigate potential harm and help encourage stability.

Children Who Are Lesbian, Gay or Bisexual, or Who Are Questioning their Gender

At King's Ely, we recognise that LGBT pupils, and those questioning their gender, may experience bullying, discrimination, harassment, or online harms that could potentially impact their safety and wellbeing. Concerns will be considered on a case-by-case basis through the School's safeguarding procedures, in line with KCSIE 2026, with the child's welfare as the paramount consideration. All incidents of prejudice-based bullying will be recorded, addressed and reviewed. The DSL will oversee safeguarding support and ensure a risk assessment is in place where individual circumstances warrant additional consideration.

If a child or their parent raises a request relating to social transition, the School will take time to understand the thoughts and feelings of child who are questioning their gender, and will be appropriately, professionally curious about the full range of the child's experiences.

When considering any request for support with social transition, King's Ely will ensure that their decision-making process is documented and records are kept. The School will comply with their distinct, but interacting, obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children.

Where a child who is questioning their gender asks for support from the School, we will engage with parents/carers as a matter of priority. However, where involving parents or carers would constitute a greater risk to the child than not involving them, the School's Designated Safeguarding Lead will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

The School will support social transition, but this cannot include allowing access to toilets, changing rooms or boarding or residential accommodation designated for the opposite sex, and will not include allowing children to join PE classes designated for the opposite sex where there are safety reasons for single sex PE.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

This section of the Policy should be read in conjunction with the School's Safer Recruitment Policy. King's Ely will operate Safer Recruitment practices including ensuring appropriate DBS and reference checks are undertaken, according to Part Three of KCSIE 2026.

The Governing Body will ensure that at least one of the people on the recruitment panel for any role in the organisation has completed Safer Recruitment Training. See Appendix 2: Safer Recruitment for further information.

Allegations That May Meet the Harm Threshold (Part Four, Section One of KCSIE 2026)

At King's Ely, we recognise that adults working in a School, including agency staff, visitors, and Governors alongside a member of the staff body, may cause harm. Any concerns about a member of staff posing a risk of harm to children should be referred to the Principal immediately. These concerns could include where anyone working in the School has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against, or related to, a child;
- behaved towards a child, or children, in a way that indicates they may pose a risk of harm to children;
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Any allegation of abuse made against staff, including supply teachers, trainee teachers, volunteers and contractors, that meets the harm threshold as set out in KCSIE 2026, Part Four, Section One, will be reported straight away to the Principal.

In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. The School will follow the procedures set out in Part Four of KCSIE 2026.

King's Ely will consult with the Local Authority LADO in the event of an allegation being made against a member of staff, supply teacher, trainee teacher, volunteer or contractor. The School will adhere to the relevant procedures set out in KCSIE 2026, Part Four, as well as the School's HR Policies, and will seek advice from its HR team.

The Principal will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on any and all further action to be taken.

Before contacting the LADO, the School should conduct basic enquiries in line with local authority procedures to establish the facts in order to help them determine whether there is any foundation to the allegation, whilst being careful not to jeopardise any future, possible police investigation.

Where King's Ely identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact immediately Children's Social Care and, as appropriate, the police.

The School will consider:

- **looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to the local authority Children's Social Care.
- **investigating and supporting the person subject to the allegation** - the Case Manager (as appointed by the Principal) should discuss with the LADO the nature, content and context of the allegation, and agree a course of action.

The School will ensure that any disciplinary proceedings against staff, supply staff, trainee teachers or volunteers relating to Child Protection matters are concluded in full, even when the member of staff, supply staff, trainee teacher or volunteer is no longer employed at the School, and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff, including supply staff, trainee teachers and volunteers, who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns That Do Not Meet the Harm Threshold (Part Four, Section Two of KCSIE 2026)

King's Ely is committed to creating and maintaining an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the School are shared responsibly, recorded appropriately and dealt with promptly. This includes concerns which do not meet the harm threshold for referral to the LADO but may indicate concerning, problematic or inappropriate behaviour.

The term 'low-level concern' does not mean that the concern is insignificant. It means that the behaviour towards a child does not meet the harm threshold set out in Part Four, Section One of Keeping Children Safe in Education. If there is any doubt about whether the harm threshold has been met, the Principal or DSL should consult the LADO.

A low-level concern is any concern, no matter how small, including a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the School, including staff, supply staff, trainee teachers, volunteers, contractors or Governors, may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to require referral to the LADO.

Examples of behaviour that may amount to a low-level concern include, but are not limited to: being over-friendly with pupils; having favourites; taking photographs of pupils on a personal mobile phone or device contrary to School policy; engaging with a pupil on a one-to-one basis in a secluded area or behind a closed door where this is not appropriate or properly authorised; using inappropriate, intimidating, humiliating, offensive or sexualised language; behaving in a way that may appear compromising or open to misinterpretation; or failing to maintain appropriate professional boundaries, including online.

All staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, or where, on reflection, they believe they may have acted in a way that falls below the standards expected by the School.

Low-level concerns should be reported as soon as possible to the Principal or the Designated Safeguarding Lead. Where the concern relates to the DSL, it should be reported to the Principal. Where the concern relates to the Principal, it should be reported to the Chair of Governors. Where there is a conflict of interest, advice should be sought directly from the LADO.

Once a low-level concern has been raised, the Principal, in consultation with the DSL where appropriate, will determine how the concern should be managed. This may include asking an appropriate senior member of staff, DDSL or DSO to gather further information. This may involve speaking to the person who raised the concern, the individual about whom the concern has been raised, and any witnesses, as appropriate.
All low-level concerns must be recorded in writing. The record should include a clear and concise summary of the concern; the context in which the concern arose; the name of the individual about whom the concern has been raised; the name of the person raising the concern, unless anonymity

has been requested; details of any further information gathered; the decision reached and the rationale for that decision; and any action taken, including advice, guidance, training, management action or referral to the LADO where appropriate.

If the person raising the concern wishes to remain anonymous, this will be respected as far as reasonably possible. However, staff should understand that anonymity cannot always be guaranteed, particularly where further action is required to safeguard a child or to ensure a fair process.

Where a concern has been raised by a third party, the School will gather as much information as possible to determine whether the matter is a low-level concern, whether it meets the harm threshold, or whether further advice should be sought from the LADO. Records of low-level concerns will be held securely and confidentially by the Principal in accordance with data protection requirements and will be reviewed to identify any patterns, trends or repeated concerns, including whether there are wider cultural, training or conduct issues within the School that need to be addressed.

Where a pattern of behaviour is identified, the School will consider whether the matter now meets the harm threshold and whether the LADO should be consulted. The School will take appropriate action to safeguard pupils and to support staff to understand and maintain professional boundaries.

King's Ely will ensure that staff, supply staff, trainee teachers, volunteers and contractors understand the importance of sharing low-level concerns and are clear that doing so supports a safer culture, protects children and helps adults working with children to act within appropriate professional boundaries.

Further information can be found in Appendix 3: Statement of Procedures for Dealing with Allegations of Abuse Against Staff.

Whistleblowing

If a member of staff, or any other adults, have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised under the separate Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report, provided it is in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels such as the NSPCC whistleblowing advice line.

5. OTHER MATTERS

Online Safety

King's Ely recognises that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful, and inappropriate, online material and are cognisant of King's Ely's role within this. Online harms can include exposure to misinformation, disinformation and conspiracy theories, which may contribute to safeguarding risks such as radicalisation, exploitation or emotional harm.

King's Ely should be alert to these risks when educating pupils about online safety and when assessing emerging safeguarding concerns. King's Ely recognises that artificial intelligence (AI) technologies can create safeguarding risks, including online grooming, harassment, exploitation, misinformation, fraud, radicalisation, deepfake imagery and the creation or sharing of self-generated intimate images. Staff receive training to identify and respond to safeguarding concerns arising during the delivery of online safety education and also resulting from the use of AI technologies.

To address this, King's Ely strives to:

- have clear procedures in place to ensure the online safety of all staff and pupils;
- educate its community in the safe and responsible use of online technology;
- set clear expectations for the use of online technology, including mobile phones.

Four main areas of risk frame King's Ely's approach to online safety:

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

To address the risks above, King's Ely will:

- teach pupils about online safety, through computing and PSHE lessons and other relevant subjects;
- inform parents about what their child is being asked to do online by the School;
- train all staff on online safety, including filtering and monitoring;

- train all staff in online safety, including at induction.

We have clear guidance for our King's Ely community on the acceptable use of technology, including mobile phones and smart devices, and our Behaviour and Social Respect (Anti-Bullying) Policy and Staff Code of Conduct align with this. The School's Online Safety Policy should be referred to for further detail on our procedures regarding mobile phones and other digital devices.

King's Ely maintains appropriate information security and access management procedures to ensure that information is safeguarded, stored securely, and accessed only by authorised personnel. The School ensures that appropriate technical and organisational security measures protect safeguarding records.

Filtering and Monitoring

King's Ely seeks to embrace all the benefits that modern technology provides for the education of its pupils. However, all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. The potential for misuse and abuse of digital technology is significant, and King's Ely has a duty of care to ensure that pupils are able to use ICT, including the internet, mobile technology, artificial intelligence tools and related communication technologies, appropriately and safely. New technologies can put young people at risk, both within and outside of the School. The Governors note the KCSIE 2026 recommendation to use the DfE Data Protection Guidance for Schools to understand data protection, recognise the filtering and monitoring standards published by the Department for Education, the cyber security standards for schools and the requirement of KCSIE 2026 for Governing Bodies to review the standards at least annually, and discuss with IT staff and service providers what more needs to be done to meet this standard. The Governor with special responsibility for Safeguarding at King's Ely has delegated responsibility as part of safeguarding for the oversight of online filtering and monitoring and standards. The School aims to provide the necessary safeguards to help ensure that those responsible have done everything that could reasonably be expected of them to manage and reduce these risks.

All staff at King's Ely receive E-Safety Training through online courses covering Data Security, GDPR, and Data Protection provided by Judicium and are regularly updated on any developments in the field of digital safety as required, or via the termly safeguarding bulletins. Furthermore, the DSOs have undertaken the Educare 'Online Safety' online course, and some members of the wider safeguarding and pastoral team have CEOP Ambassador Training. Educare 'Online Safety' training is being undertaken by all PSHE teaching staff and the ICT Coordinators across all sections of the School.

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

The Principal is responsible for ensuring the safety of members of the School community, this includes ensuring that pupils' exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems; although the day-to-day

responsibility for digital safety is delegated to the Designated Safeguarding Lead, Digital Safety Coordinator, IT Manager and the Heads of the Sections of the School.

The Designated Safeguarding Lead has lead responsibility for safeguarding and Child Protection which includes online safety and understanding the filtering and monitoring systems and processes in place.

The Digital Safety Working Group Coordinators:

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

The IT Manager is responsible for ensuring that:

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

Teaching and Support Staff are responsible for ensuring that:

- they have an up-to-date awareness of digital safety matters and of the current School procedures;
- they monitor digital activity in lessons and in any extra-curricular School activities, and they report any suspected misuse or problem to the Digital Safety Coordinators for further investigation;
- digital communications with pupils take place within clear professional boundaries;
- Staff should not share any personal information with a pupil, and they should not request any such information from a pupil, other than that which might be appropriate as part of their professional role. To this end, staff should ensure that all communications are transparent and open to scrutiny and should keep in mind the following points:
- staff are allowed to take digital/video images to support educational aims, but must follow School policies concerning the sharing, distribution, and publication of such images; and these may only be stored on the School systems. For EYFS, these images should only be taken on School equipment; the personal equipment of staff must not be used for such purposes (see below);

- care should be taken, when taking digital/video images, that pupils are appropriately dressed and are not participating in activities that might bring the individual or the School into disrepute;
- pupils must not take, use, share, publish or distribute images of others without their permission;
- photographs published on the School website that include pupils should be selected carefully and comply with good practice guidance on the use of such images.

Pupils should ensure that they:

- understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so;
- understand the importance of adopting good digital safety practice when using digital technologies out of School, and realise that the School's Behaviour and Social Respect (Anti-Bullying) Policy also covers their actions out of School;
- adhere to the specific guidelines set out in the School's Online Safety Policy.

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

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

Schools can use the DfE 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them. The DfE has published guidance on school use of generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education, including expectations around product safety, staff oversight, data protection, transparency, age-appropriate use and safeguarding reporting routes.

The School recognises the safeguarding risks linked to generative artificial intelligence, deepfake technology, nudification tools, synthetic media, automated content creation, recommender systems and other image-based abuse. Staff must report concerns about AI-generated or digitally manipulated content, including sexualised, abusive, bullying, extremist, discriminatory, coercive or otherwise harmful material, through the normal safeguarding routes. Any incident involving

nude or semi-nude images, whether real, AI-generated or manipulated, will be managed in line with KCSIE 2026, UKCIS guidance and the School's safeguarding procedures.

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

King's Ely has referred to the DfE's guidance on the use of generative AI in education (2025) to support our approach to online safety, digital literacy and filtering/monitoring practices. The King's Ely Digital Safety Working Group and Digital Teaching and Learning Group have also produced an AI guidance document and Acceptable Use Policy for pupils and staff to support our approach to online safety and learning.

Site Safety

All staff members are responsible for ensuring the buildings and School site are secure and for reporting any concerns that arise.

The identities of all visitors and volunteers entering King's Ely are checked. Visitors are expected to sign in and out and to display a visitor's badge while on the School site. Any individual who is unknown or not identifiable will be challenged by our staff for clarification and reassurance.



Visitor Procedures

- You must sign in at Reception.
- You will be issued with a badge with a red lanyard, which must be displayed whilst on site. Contractors will receive a specific contractor badge and a high visibility arm pouch in place of a lanyard.
- During term time you should minimise the use of mobile phones in school and under no circumstances should you take any photos or videos that could include pupils.
- You should sign out at the Reception where you signed in and return your badge before leaving the site.

If you have any questions over any of the above please don't hesitate to ask a member of staff or Safeguarding Team.

Fire Alarms

In event of the fire alarms sounding, please follow the procedure below.

- Refer to the Fire Evacuation notice in the room where you are working.
- Evacuate the building as instructed by KE staff.
- Attend the assembly point.
- Contractors - If unsupervised please return to the reception you signed in.

Smoking and Vaping

King's Ely is a strictly no-smoking site. Smoking is prohibited throughout the site including the grounds. This also applied to the use of vapes.

www.kingsely.org

King's Ely

KING'S ELY

Safeguarding Information Leaflet for School Visitors

Please take a few moments to read this leaflet. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment.

Contained in this leaflet is information about our child protection procedures and guidance on what you should do if you have concerns. You are responsible for reading and acting on this.

reception@kingsely.org
01353 660700
September 2025

King's Ely will not accept the behaviour of any individual, parent, or anyone else who threatens King's Ely's security or makes others, children, or adults feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the King's Ely site and advice being sought from our local safeguarding partners.

Appendix 1: Types of Abuse and Safeguarding Concerns

KCSIE splits abuse into four main categories:

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

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

Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. The activities may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity. King's Ely recognises that sexual abuse is not solely perpetrated by adult males and that women can also commit acts of sexual abuse, as can other children.

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or

danger; ensure adequate supervision (including the use of inadequate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are a number of other safeguarding concerns that all King's Ely staff need to be aware of. These are detailed further in Annex A of KCSIE which all staff must read, and also below:

Child Criminal Exploitation (CCE): where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

The following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education, or do not take part in education.

County Lines: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other forms of "deal line". Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims. Children can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave the county lines network.

Serious Violence: this occurs where children are involved with serious violent crime, which may involve physical assault, the carrying of, threatening with, or use of weapons; often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Indicators may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. There is a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from School, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Staff must immediately report concerns regarding a child carrying, possessing, displaying or expressing an intention to use a weapon to the DSL or Deputy DSL. The DSL will assess risk and

determine the appropriate safeguarding action, including partnership working with police and other agencies where required.

Child Sexual Exploitation (CSE): this can be a one-off occurrence, or a series of incidents over time, and ranges from opportunistic to complex organised abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Indicators can be similar to the indicators of CCE, as well as:

- referring to older children or adults as 'boyfriends' or 'girlfriends'; and
- children who suffer from sexually transmitted infections or become pregnant.

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

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery are child abuse, and relevant Child Protection procedures must be followed if modern slavery or trafficking is suspected.

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

Cybercrime: this is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example, accessing the School's computer network to look for test paper answers or to change grades awarded;
- Denial of Service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website, unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Domestic Abuse: the Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours; either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;
(d) economic abuse (being the adverse effect on the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background; and domestic abuse can take place inside or outside of the home. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

All domestic abuse behaviours can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children, and therefore children are now classified as victims, not merely witnesses, where domestic abuse occurs. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness: being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised that, in some cases, 16- and 17-year-olds may be living independently of their parents/carers, for example, through their exclusion from the family home, and they will require a different level of intervention and support.

"Honour" or Faith-Based Abuse (HBA) Including Female Genital Mutilation (FGM) and Forced Marriage: this encompasses incidents or crimes which have been committed to "protect or defend the honour" of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

The forcing of a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Schools can play an important role in safeguarding children from forced marriage.

Since February 2023, it has also been a crime to carry out any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a **statutory duty** upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. If a victim discloses that FGM has been carried out on them, teachers must personally report to the police.

The duty does not apply to at-risk, or suspected, cases; these should be discussed with the DSL in line with the School's referral process.

King's Ely recognises that potential risk factors may include when:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a woman/family believe FGM is integral to cultural or religious identity;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it;
- a child is taken on a long holiday to a country where FGM is prevalent.

Radicalisation: At King's Ely we recognise that children may be susceptible to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate they may need help or protection.

King's Ely adheres to the Prevent Duty, and we ensure we have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". We build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues, and by promoting fundamental British values.

Staff should be alert to changes in children's behaviour that could indicate they may need help or protection. Staff should use their judgement in identifying children who might be susceptible to radicalisation and act proportionately, which may include the Designated Safeguarding Lead (or Deputy) making a Prevent Referral.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying or advocating violence, especially to other faiths or cultures;
- intolerance of difference, including faith, culture, gender, race or sexuality.

All our staff have received training on the Prevent Duty from the following website: Learn How to Support People Susceptible to Radicalisation.

The following staff at King's Ely have completed training in how to make a Prevent Referral: the Prevent Lead (Nicole Duffield) and the Principal (John Attwater).

As part of managing the risk of radicalisation, we have clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. In England, the Prevent Duty complements King's Ely's other responsibilities to ensure that speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. See the School's Visiting Speaker Policy for more information.

Mental Health: all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have a concern about a child's mental health that is also a safeguarding concern, they should contact the DSL or a Deputy DSL and report and record their concerns in line with this Policy (see Section 2 "Record Keeping").

Staff should be alert to the following possible indicators of mental health problems including:

- significant changes in behaviour;
- persistent anxiety or distress;
- withdrawal from social situations;
- ongoing difficulties sleeping;
- self-harm;
- neglect of personal care;
- expressions of hopelessness or suicidal ideation.

Where staff believe a child is at immediate risk of harm, emergency services will be contacted straight away by either calling 999 or seeking urgent medical assistance.

Appendix 2: Safer Recruitment

King's Ely operates safer recruitment practices to ensure the suitability of all staff (paid and unpaid) working with our pupils, in accordance with the guidance given in KCSIE, the Independent School Standards Regulations (ISSR) and the National Minimum Standards for Boarding Schools (NMS). These practices include carrying out verification of identity checks on candidates and pre-employment checks: appropriate DBS checks; Barred List checks; prohibition order checks for new staff who undertake teaching work; checks (via the DBS) for prohibition from management of independent schools' directions; online searches for digital screening of shortlisted candidates where appropriate; and reference checks. Applicants for posts who have lived or worked outside the UK will undergo the same checks as all new staff, including obtaining an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, King's Ely will make such further checks as considered appropriate so that any relevant events that occurred outside the UK can be considered. These checks may include criminal records check information from the country in which the applicant has lived or worked or a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Some staff will also be subject to the 'Disqualification regulations' and will be required to complete a self-declaration form as part of their pre-employment checks.

The School will ensure that recruitment panels understand the scope of regulated activity in relation to children, the safer recruitment requirements in KCSIE 2026, and the need to record all required checks on the Single Central Register. For a comprehensive list of pre-employment checks, please refer to the School's Recruitment Policy which is available online and upon request. The following members of staff have undertaken Safer Recruitment Training and at least one of these people will be involved in every recruitment process:

John Attwater (Principal)	Charlie Fisher (DSL, Deputy Head, King's Ely Senior)
Jane Thomas (Head of KES & Vice Principal) Robin Kemp (Deputy Head of KES)	Mark Hart (Chief Operating Officer) Fiona Sanders-Hewett (Chief Financial Officer, Deputy COO, Company Secretary, Clerk to the Governors)
Lisa Weller (Compliance Lead) Vicky Burford (Recruitment & HR Operations Lead)	Andy Thomas (Director of Boarding) Paula Edwards (Fairstead Operations Manager)
Andrew Marshall (Deputy Head, Pastoral, King's Ely Prep)	Laura Roberts (Deputy Head, Academic, King's Ely Prep)
Matthew Norbury (Director for International Students)	Lucy Taylor-Dixon (Lead Counsellor) Simon Kibler (Head of King's Ely Prep)

Faye Fenton-Stone (Head of King's Ely Acremont) Anthea Kenna (Designated Safeguarding Governor for King's Ely) Katie Milne (Early Years Foundation Stage Governor & link Governor for Fairstead House)	Will Temple (Grounds & Gardens Manager) Chris Young (Deputy Grounds Manager) David Tyrell (Head Custodian) Karen Tyrell (Domestic Manager) Loveday Perceval-Maxwell (PA to Principal) Hayley Mortimer (Deputy Head King's Ely Senior, Co-Curricular Ryan Thomas (Head of Learning Support)

Our Single Central Record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. We follow the guidance from Keeping Children Safe in Education and best practice, as outlined below.

New Staff

When appointing new staff, we will:

- verify a candidate's identity, including checking the name on a birth certificate where this is available;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual is going to start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities;
- verify the person's right to work in the UK;
- verify whether the person has lived or worked outside the UK and make any further checks the School consider appropriate;
- verify professional qualifications, as appropriate;
- ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State using the GOV.UK website;
- check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State - this check is completed using the guidance on GOV.UK;
- seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children;
- ensure that appropriate checks are made to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018;
- conduct a search (via the third-party company Safehire.ai) on shortlisted candidates, reviewing publicly available material for any incidents or issues, as noted in the School's Privacy Policy for Job Applicants.

Where concerns arise through searches or other vetting checks, these will be explored proportionately and fairly as part of the recruitment process and recorded appropriately.

Agency and Third-Party Staff
For agency and third-party staff, we will obtain written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and sought the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.

Where we place a pupil with an Alternative Provision (AP) provider (which, at King's Ely, is more likely to relate to alternative sports provision than anything behavioural), we retain responsibility for the safeguarding of that pupil. As part of our due diligence, we require confirmation from the AP provider that appropriate safeguarding checks have been completed on all individuals working at the AP setting, consistent with those we would undertake for our own staff. We apply the same expectations to AP providers as we do to any external provider engaging with our pupils.

Trainee/Student Teachers
Where applicants for initial teacher training are salaried by King's Ely, the School will carry out all necessary checks.

Current Staff
If we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the member of staff were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, the School will ensure the relevant checks for that regulated activity have been carried out.

We will follow our legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed, relevant offence;
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

Volunteers
Any volunteer who teaches, trains, instructs, cares for, or supervises children is now automatically classified as engaging in regulated activity regardless of whether they are supervised or not. They therefore require an enhanced DBS check including children's barred list information if they meet the frequency thresholds (more than 3 days in any 30 day period or any overnight session). For volunteers who are not engaged in regulated activity, the School will undertake a risk assessment to determine whether an enhanced DBS check is appropriate. The outcome of this assessment and the rationale for the decision will be recorded.

Governors
All Governors will have an enhanced DBS check without barred list information. A barred list check will be completed if a Governor is in regulated activity. All Governors will also have a Section 128 check.

Contractors

We will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check, including barred list information. For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for contact with children, King's Ely will undertake a risk assessment to determine whether an enhanced DBS check is required, or whether appropriate supervision is sufficient.

Appendix 3: Statement of Procedures for Dealing with Allegations of Abuse Against Staff

This Appendix applies to all cases where it is alleged that a staff member, supply teacher, volunteer or Governor has:

1. behaved in a way that has harmed a child, or may have harmed a child;
2. possibly committed a criminal offence against or related to a child;
3. behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
4. behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

King's Ely will deal with any allegation of abuse against a member of staff/supply teacher/volunteer quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The School recognises its duty of care to its employees and will provide effective support for anyone facing an allegation, including a named contact if the person is suspended. We will advise staff to contact their trade union representative and signpost them to the School's 'Employee Assistance Programme' which can provide legal, medical and counselling support.

Allegations of abuse against staff should be reported to the Principal. Where the concern is about the Principal, it should be reported to the Chair of Governors. If a member of staff perceives a conflict of interest, they can refer their concern directly to the LADO. The contact details are available in the Key Contacts section on page 8 of this Policy.

The following definitions will be used when determining the outcome of any investigation:

- **Substantiated**: this means there is sufficient evidence to prove the allegation;
- **Malicious**: this means there is sufficient evidence to disprove the allegation, and that there has been a deliberate act to deceive;
- **False**: this means there is sufficient evidence to disprove the allegation;
- **Unsubstantiated**: this means that there is insufficient evidence to either prove or disprove the allegation; the term, therefore, does not imply guilt or innocence;
- **Unfounded**: this term is used to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Initial Consideration When Dealing With an Allegation

The Principal, or where the Principal is the subject of an allegation, the Chair of Governors, should discuss the allegation immediately with the Local Authority LADO (LADO). This discussion will consider the nature, content and context of the allegation and will agree the course of action. There may be situations when the Case Manager will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children, or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager will discuss the allegations with the LADO to help determine whether police involvement is necessary. The Case Manager will inform the accused person about the allegation as soon as

possible after consulting with the LADO. Where the police and/or Children's Social Care services are involved, the Case Manager will only share such information with the individual as has been agreed with those agencies.

If the initial sharing of information leads to a decision that no further action is to be taken regarding the individual facing the allegation or concern, this decision and a justification for it will be recorded by both the Case Manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The Case Manager will then consider with the LADO what action should follow, both in respect of the individual accused and the individual who made the initial allegation. If the allegation is about physical contact, the strategy discussion or initial evaluation will take into account that King's Ely staff are entitled to use reasonable force to control, or restrain, children in certain circumstances.

Where it is clear that an investigation by the police or Children's Social Care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO will discuss the next steps with the Case Manager. In those circumstances, the options open to King's Ely depend on the nature and circumstances of the allegation, and the evidence and information available. This will range from taking no further action to dismissal, or a decision not to use the person's services in future. Suspension will not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Case Manager will discuss with the LADO how, and by whom, the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a member of the School's Senior Leadership Team. In other circumstances, the allegation will require an independent investigator (who will normally be engaged by the Principal).

Parents or carers of the child or children involved will be informed of the allegation as soon as possible, if they are not already aware of it. However, where a strategy discussion is required, or police or Children's Social Care services need to be involved, the Case Manager (appointed by the Principal) will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will be kept informed about the progress of the case. Parents will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation from being followed up. The School will ensure that a referral to the DBS is made if any of the four criteria at the start of this Appendix are met. We will also consider whether a referral to the Secretary of State is appropriate.

Following a criminal investigation or prosecution, the police should inform King's Ely and the LADO immediately when the investigation, and any subsequent trial, are complete; or if it is decided to close the investigation without charge, or to discontinue prosecution after the person

has been charged. In those circumstances, the Case Manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.

If the allegation is substantiated and the person is dismissed, or the person's services are no longer used, or the person resigns or otherwise ceases to provide their services, the LADO will discuss with the Case Manager and the School's Employee Engagement Lead whether King's Ely will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of the teaching staff, the Case Manager and the Employee Engagement Lead will discuss with the LADO whether to refer the matter to the TRA for consideration of prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Case Manager will consider how best to facilitate this and consider how the person's contact with the child or children making the allegation can best be managed.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

Confidentiality

King's Ely will make every effort to maintain confidentiality, and guard against unwanted publicity, while an allegation is under investigation or being considered.

The Case Manager will take advice from the LADO, police and Children's Social Care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if, and when, it should arise.

Record keeping and references

Details of allegations found to be malicious will be removed from the School's HR records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached are kept in the confidential HR file of the accused, and a copy is provided to the person concerned. Records will be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week. If the nature of an allegation does not require formal disciplinary action,

we will instigate appropriate action within 3 working days. If a Disciplinary Hearing is required and can be held without further investigation, the School will hold this within 15 working days.

Suspension
Suspension will not be an automatic response to an allegation; all options to avoid suspension will be considered before taking that step. Suspension will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

Based on an assessment of risk, the following alternatives will be considered by the Case Manager before suspending a member of staff:

- redeployment within King's Ely, so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work at King's Ely so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment, and ensuring the parents have been consulted;

If immediate suspension is deemed necessary, the rationale and justification for this course of action will be agreed upon and recorded by both the Case Manager and the LADO.

Supply Staff, Trainee Teachers and Contracted Staff
We will ensure that any allegations against individuals not employed by King's Ely, such as supply teachers, trainee teachers, or contracted staff, are properly dealt with. The School will not decide to stop using a supply teacher or trainee teacher due to safeguarding concerns without first finding out the facts and liaising with LADO to determine a suitable outcome. We will discuss with the agency or teacher training provider whether it is appropriate to suspend the teacher. We will inform the agency or teacher training provider of the School's process for managing allegations and invite their Human Resources Manager, or equivalent, to meetings as appropriate.

Learning Lessons
At the conclusion of a case in which an allegation is substantiated, the School will review the circumstances with the LADO to determine whether any improvements are needed to King's Ely's procedures or practices to help prevent similar events in the future.

Non-Recent Allegations
Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to King's Ely that they were abused as a child, the individual will be advised to report the allegation to the police. The School will report any non-recent allegations made by a child to the LADO.

Low-Level Concerns
In line with Section Two of Part Four of Keeping Children Safe in Education, King's Ely recognises the importance of creating a culture of openness, trust, and transparency to encourage

all staff to share low-level concerns with the right person so that they can be addressed appropriately. The purpose of our approach to low-level concerns is to ensure that our values are constantly lived, monitored, and reinforced by staff. The School's values are outlined in more detail in our Staff Code of Conduct.

The term 'low-level' concern does not mean that the concern is insignificant; it means that a staff member, supply teacher or volunteer does not seem to have:

- behaved in a way that has harmed a child, or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

A low-level concern covers any concern, no matter how small, even if it is no more than causing a sense of unease or a 'nagging doubt' - that an adult working in, or on behalf of, King's Ely may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over-friendly with children;
- having favourites;
- taking photographs of children on a personal mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

Such behaviours outlined above can exist on a spectrum. King's Ely's response to low-level concerns is set out in the King's Ely Staff Code of Conduct. Staff can share their concerns confidentially in a simple, easy way. It is imperative that, where staff have concerns, they share them as outlined in the paragraph below to support the development of a culture of expected behaviour and to promote our School values.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Principal or Designated Safeguarding Lead.

The Principal will have oversight of all recorded concerns and has ultimate decision-making power in respect of all low-level concerns.

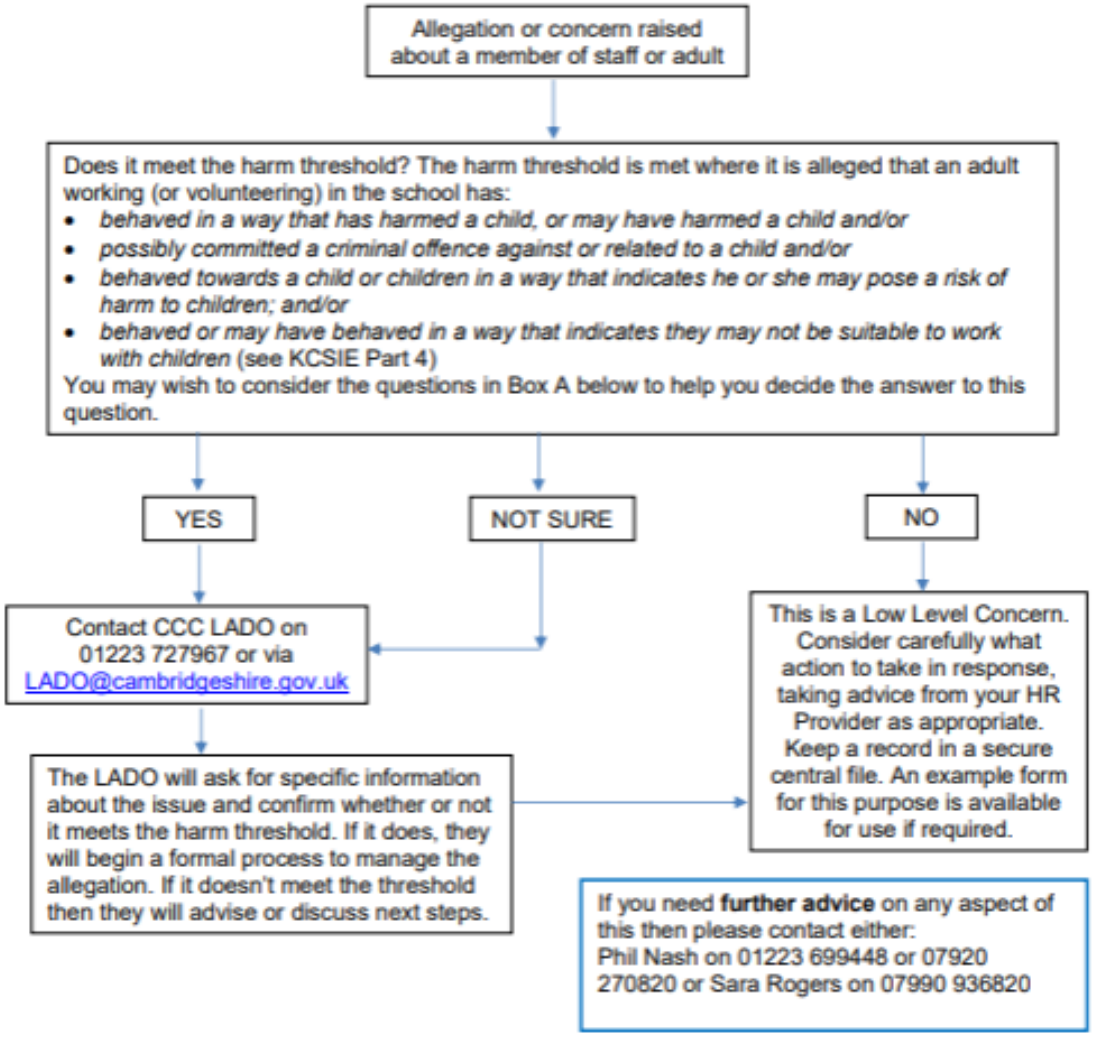
Any concerns about the Principal should be reported to the Chair of Governors. Any concerns about the Designated Safeguarding Lead should be reported to the Principal.

All low-level concerns will be recorded in writing. Each record will include details of the concern, the context in which it arose, and the action taken. The name of the individual who raised the concern should be noted. Where an individual wishes to remain anonymous, this wish will be respected to the extent that it is reasonably possible. See the School's Reporting of Low-Level Concerns protocol for more detail on this process.

Records will be kept confidential, held securely, and will comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records will be reviewed to identify potential patterns of concerning, problematic, or inappropriate behaviour. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures; or by referring to the LADO where a pattern of behaviour moves from a low-level concern to meeting the harm threshold. We will also consider whether wider cultural issues exist at King's Ely that may have enabled the behaviour to occur. If this is found to be the case or a contributory factor, we may review our policies and deliver additional training where we consider this will minimise the likelihood of the events happening again.

Dealing with Allegations or Concerns about an Adult Working with Children

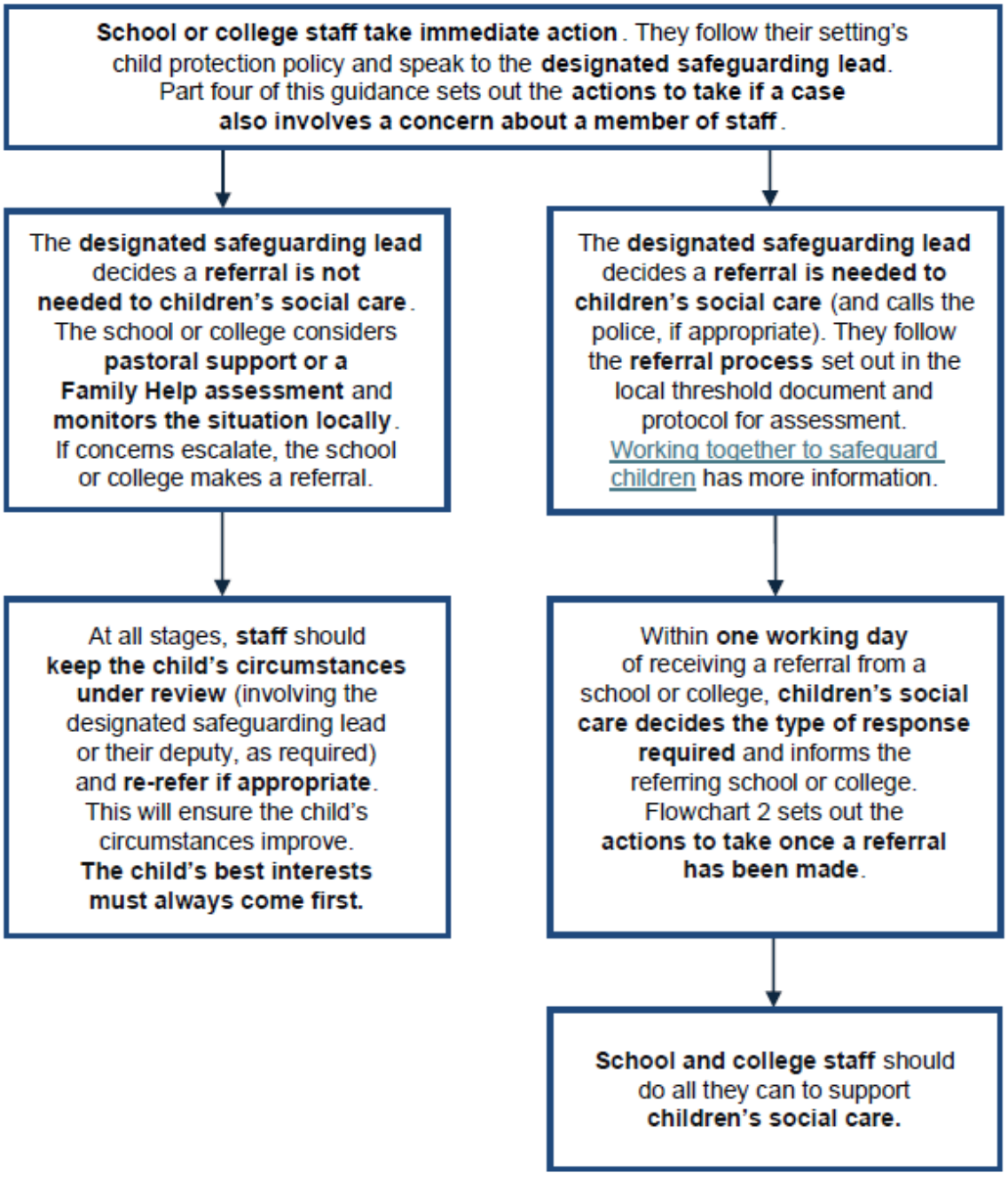


Box A:

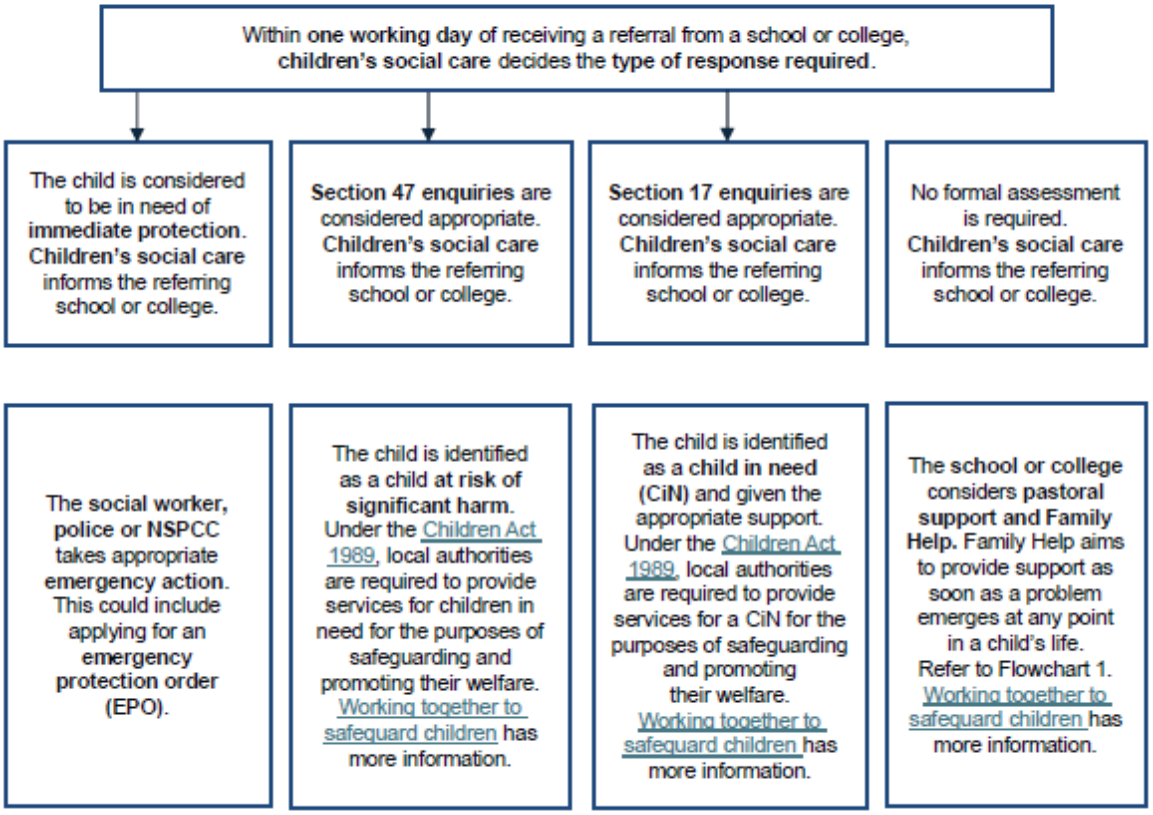
- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by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

Appendix 4: Actions Where There are Concerns About a Child (updated 03/09)

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



Appendix 5: Designated Safeguarding Officers



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



Nina Young
Lead Nurse
01353 660571 (Extension 3571)
NinaYoung@kingsely.org



Lucy Taylor-Dixon
Head of Counselling and Wellbeing
01353 660567 (Extension 3567)
LucyTaylor-Dixon@kingsely.org



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



Heather Strudwick
Head of Early Years
01353 660517 (Extension 3517)
HeatherStrudwick@kingsely.org



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



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



Nicole Duffield
Wellbeing Team Co-ordinator
(Prevent Lead) **
01353 660577
NicoleDuffield@kingsely.org



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



Fiona Sanders-Hewett
Chief Financial Officer
01353 660721 (Extension 3721)
FionaSandersHewett@kingsely.org



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



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



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



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



Jane Thomas
Head of Senior (DDSL)
01353 660724 (Extension 3724)
JaneThomas@kingsely.org



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



Lucy Holden
Deputy Head of Early Years
01353 660518 (Extension 3518)
LucyWright@kingsely.org



Amelie Moore
Wellbeing Advisor
01353 660728 (Extension 3728)
AmelieMoore@kingsely.org



Gina Op Het Veld
Wellbeing Advisor and
01353 660733 (Extension 3733)
GinaOpHetVeld@kingsely.org



Olivia Petherick
Housemistress Goodwin,
Teacher of English & Maths
01353 660754 (Extension 3754)
OliviaPetherick@kingsely.org

King's Ely
Safeguarding Officers

September 2026

Meet our Safeguarding Team



Mr Charlie Fisher
Designated Safeguarding Lead
CharlieFisher@kingsely.org



Mr John Attwater
Principal and Deputy
Designated Safeguarding Lead
JohnAttwater@kingsely.org



Mrs Jane Thomas
Head of Senior School & Deputy
Designated Safeguarding Lead
JaneThomas@kingsely.org



Mr Simon Kibler
Head of Prep School and Deputy
Designated Safeguarding Lead
SimonKibler@kingsely.org



Mrs Faye Fenton-Stone
Head of Actemont and Deputy
Designated Safeguarding Lead
FayeFentonStone@kingsely.org



Mrs Nicole Duffield
Wellbeing Team Co-ordinator
Safeguarding Officer
NicoleDuffield@kingsely.org

If a child discloses something that gives you cause for concern:

- React calmly, listen without displaying shock, disbelief or making judgements.
- Do not promise confidentiality.
- Report it to the member of staff you are working with or the Designated Safeguarding Lead, Mr Fisher.
- Do not interrogate the pupil, ask leading questions or criticise the perpetrator.
- Do reassure the child but only so far as is honest and reliable.
- Do tell them you will have to inform the Designated Safeguarding Lead, Mr Fisher.
- Do make a written account which includes the date, time, place and exactly what the child has said.
- Paper logs of concern can be found at all Reception desks and in the main administration building.

What to do if you are worried about a pupil:

You may observe something or become aware of information about a pupil which concerns you while you are in school. If you do, it is important that you share your concerns with the Designated or Deputy Safeguarding Leads. The school office will make arrangements for you to speak to them if you cannot locate them.

What to do if you have concerns about a member of staff:

If you are concerned about the conduct of a member of staff following something you have observed or a disclosure, you must report this to the Principal. If your concern is about the Principal, you must report this to the Chair of Governors. The school office will provide contact details for the Chair of Governors if you need them.

Prevent

King's Ely is committed to the duty to protect young people from radicalisation. If a visitor is leading an assembly, lesson or pupil discussion then a member of staff will remain present throughout.

Use of School Internet

All users of the school systems and Wi-Fi must comply with the Online Safety Policy. Please ask at the school office for details.

First Aid

Many of our staff members are trained in First Aid. If you or a child need assistance, please inform a member of staff. Visitors should not treat pupils unless permission has been given. In an emergency, do not hesitate to call 999 for an ambulance.

Health and Safety

It is everyone's responsibility and duty to report faults and hazards to someone in authority. If you notice something that causes concern, please notify a member of the site team on the main reception. Please report any accidents to the school office.

Appendix 6: Child Protection Role Specifications

King's Ely
Designated Safeguarding Lead (DSL)

Person Specification and Job Description

Person Specification

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

Job Description for the DSL for King's Ely

Responsible to

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

Responsible for

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

- The maintenance of Child Protection records in each section of the school, ensuring consistency and adherence to statutory policy guidance

Training and monitoring

- To offer training sessions via specialist trainers (NSPCC/CCC), directly or through another DSO, to all paid or unpaid workers and members of the Governing Body at King's Ely on, at least, a three yearly cycle
- To oversee the record keeping associated with Child Protection training
- To regularly review the record keeping on the Single Central Register with regards to safeguarding checks and safer recruitment procedures at King's Ely

Coordination

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

Professional Development

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

Further information

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

King's Ely
Designated Safeguarding Officer (DSO)

Person Specification and Job Description

Person Specification

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

Job Description for a DSO for King's Ely

Responsible

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

Responsible for

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

Training and monitoring

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

Coordination

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

Professional Development

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

Further information

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

King's Ely Governor with responsibility for Child Protection

Description of the role and responsibilities

Description of the role

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

Responsibilities

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

Draft Pending Governor Approval

safeguarding files without reading confidential notes
    - Audit and track the spread of files between the DSOs within the school
    - Make enquiries so as to satisfy him/her that files are being kept in line with the expectations of Cambridgeshire Education Child Protection Service
- To maintain a sufficiently high profile within the school given the responsibilities of this role and the expectation that the Governor with responsibility for Child Protection will be readily accessible to all those working within the school

Appendix 7: Ely Cathedral Safeguarding Statement

ELY CATHEDRAL

Safeguarding Statement

In accordance with the Church of England Safeguarding Policy and National Safeguarding Standards 2023, Ely Cathedral is committed to safeguarding as an integral part of the life and ministry of the whole Church.

We are committed to:

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

The Cathedral:

- Creates a safe and caring place for all.
- Has a named Cathedral Safeguarding Adviser to work with the Dean and Chapter to implement policy and procedures.
- Safely recruits, trains and supports all those with any responsibility for children, young people and adults to have the confidence and skills to recognise and respond to abuse.
- Ensures that there is appropriate insurance cover for all activities involving children and adults undertaken in the name of the Cathedral.
- Displays in Cathedral premises and on the Cathedral website the details of who to contact if there are safeguarding concerns or support needs.
- Listens to and takes seriously all those who disclose abuse (including non-recent abuse).
- Takes steps to protect children and adults when a safeguarding concern of any kind arises, following House of Bishops guidance, including notifying the Diocesan Safeguarding Adviser and statutory agencies immediately.
- Offers support to victims/survivors of abuse regardless of the type of abuse, when or where it occurred.
- Cares for and monitors any member of the Cathedral community who may pose a risk to children and adults whilst maintaining appropriate confidentiality and the safety of all parties.
- Ensures that health and safety policy, procedures and risk assessments are in place and that these are reviewed annually.
- Adheres to its Whistleblowing Policy.
- Reviews the implementation of the Safeguarding Policy, Procedures and Practices at least annually.

Every person who works or volunteers within this Cathedral community is required to abide by our Safeguarding Policies and Guidelines established which are in accordance with Church of England policy and practice.

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

Where to find help in the Cathedral



Interim Dean
Departmental Safeguarding Contact - Music
Canon James Reveley (Clergy)
01353 660302
james.reveley@elycathedral.org



Chapter Safeguarding Lead
Departmental Safeguarding Contact - Learning
Canon Jenny Wright (Clergy)
01353 660304
jenny.wright@elycathedral.org



Safeguarding Contact
- Junior Church, Priest Vicars, Pastoral & Hospitality Groups
Canon Robert Mackley (Clergy)
01353 660335
robert.mackley@elycathedral.org



Safeguarding Contact
Senior Management Team
Jonathan Bell (Non-Clergy)
01353 660308
jonathan.bell@elycathedral.org



Cathedral Safeguarding Adviser
Lisa Pearson
(independent of Cathedral)
07990 581267
lisa.pearson@elydiocese.org



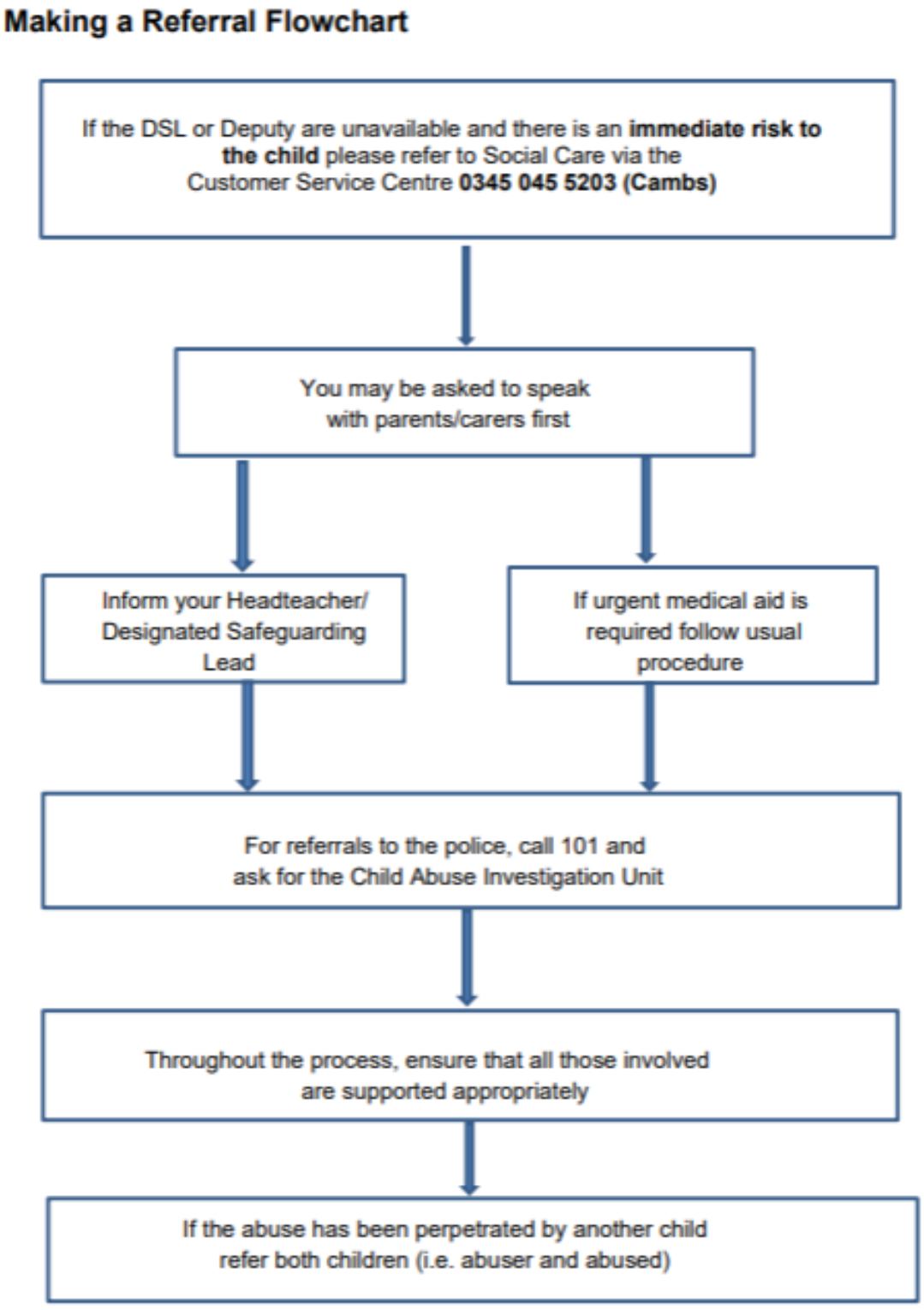
Diocesan Head of Safeguarding
Sarah Kennedy
(independent of Cathedral)
07904 487912
sarah.kennedy@elydiocese.org

If you have concerns about anyone's safety and would like some advice, or to report a safeguarding matter, please contact any the people listed here. In the case of an emergency, please dial 999.

Further help and guidance

NSPCC for adults concerned about a child - 0808 800 5000
Childline for children and young people - 0800 1111
Action on Elder Abuse helpline - 0808 808 8141
24-hour National Domestic Abuse helpline - 0808 2000 247
NAPAC offer support and advice to adult survivors of childhood abuse - 0808 801 0331
Mankind for male victims of domestic abuse - 0808 800 1170
Stop It Now preventing child sexual abuse - 0808 1000 900
Cruse bereavement helpline - 0808 808 1677
Family Lives support and advice on family issues - 0808 800 222
MACSAS for people who have been abused by church officers - 0808 801 0340
Samaritans for people struggling to cope and needing someone to talk to - 116 123
Safe Spaces support for adults (over 18's) affected by church-related abuse, either Catholic or Church of England - 0300 303 1056

Appendix 8: Making a Referral Flowchart



Appendix 9: My Concern Safeguarding Protocol

1. Purpose

This protocol sets out the procedures for recording safeguarding and Child Protection concerns using MyConcern. The aims are to:

- ensure all concerns about students are recorded accurately and promptly;
- support effective information sharing with Designated Safeguarding Lead, Deputies and Officers;
- maintain a secure, confidential, and chronological record;
- enable appropriate action to protect children from harm.

2. Scope

All staff must use MyConcern to report concerns relating to:

- physical abuse (this must be reported immediately to a D/DSL before it is written up);
- sexual abuse (this must be reported immediately to a D/DSL before it is written up);
- emotional abuse;
- neglect;
- child-on-child abuse or harassment;
- domestic abuse;
- online safety concerns;
- mental health concerns (including self-harm or suicidal ideation);
- radicalisation and extremism;
- attendance and persistent absence;
- child criminal or sexual exploitation;
- forced marriage or "honour"-based abuse;
- welfare concerns;
- concerning changes in behaviour.

This is not an exhaustive list – staff should refer to Keeping Children Safe in Education and the King's Ely Child Protection and Safeguarding Policy for further guidance on identifying causes of concern.

3. Responsibilities

All Staff

All staff are responsible for:

- recognising signs of abuse or neglect;
- recording concerns on MyConcern as soon as possible, and ideally within one hour;
- reporting urgent concerns directly to the DSL or Deputy DSL in person;
- maintaining confidentiality;
- following up if they believe no action has been taken.

Designated Safeguarding Lead (DSL)
The DSL is responsible for:

- reviewing and triaging concerns;
- taking appropriate safeguarding action and ensuring that any decisions taken are logged, along with the rationale for the decision made;
- recording actions, outcomes, and referrals;
- monitoring trends and patterns;
- ensuring secure record retention.

4. When to Record a Concern
A MyConcern entry must be made whenever a staff member:

- observes concerning behaviour or changes in behaviour for that child;
- observes injuries;
- receives a disclosure from a student;
- notices a change in presentation or attendance;
- is informed of a concern by a parent, peer, or external agency;
- has a professional concern, even if unsure.

If in doubt, record it.
See it → Hear it → Record it → Report it

5. Immediate Risk Procedures
If a child is in immediate danger, staff must -

1. Contact the DSL or Deputy DSL immediately.
2. If the DSL is unavailable, contact the Head of Section or Principal.
3. If there is an immediate risk of significant harm, call Children's Social Care (0345 045 5203) or the police (999).
4. If the concern relates to Female Genital Mutilation, uphold their legal duty and contact the police immediately (*in this instance, do not contact home/parents/carers*)
5. Record the concern on MyConcern as soon as possible afterwards.

MyConcern must not delay urgent action.

6. Recording Standards - Consider Your Audience When Writing Concerns, Do NOT ASSUME Others Know What You Mean
All records should be:

- factual, objective, and concise;
- free from assumptions or diagnosis;
- completed in a timely fashion (ideally the same working day).

All records should include:

- the exact words used by the student where possible;
- a description of observations;

- the actions taken.

All records should avoid:

- opinions without evidence;
- leading questions;
- abbreviations;
- use of initials (if it is clearer to use the role, rather than the individual's name, then you should do so).

7. Example Recording Language

Good Practice

"At 10:20am, Jamie said, 'I don't want to go home because my mum's boyfriend hit me last night.' I observed a bruise, approximately 3cm in diameter with a blue tinge around the edge and a dark blue circle in the centre, on Jamie's upper left arm."

Poor Practice

"Jamie was clearly abused and is frightened of home."

8. Body Maps and Attachments

Where relevant, staff should:

- use MyConcern's body map tool to record visible injuries, ensure that clear, detailed descriptions of the injuries are written;
- upload relevant documents, screenshots, or communications;
- ensure attachments are relevant, necessary and appropriate.

9. Confidentiality

Safeguarding information is shared on a need-to-know basis only.

Staff must:

- not discuss concerns with colleagues unless necessary;
- not inform parents, if doing so may place the child at greater risk;
- not store safeguarding information outside MyConcern unless authorised.

10. DSL/DDSL Review and Actions

Concerns are generally managed by the Safeguarding Team for the appropriate section of the School (consulting the DSL where necessary). Upon receipt of a concern, the DSL/DDSL will:

- assess the level of risk;
- categorise the concern;
- assign the concern to a member of staff for management. This is done on a case-by-case basis, but concerns are generally assigned to one of either: a Designated Safeguarding Officer; Head of Year; Housemaster/mistress or Form Tutor. This is at the discretion of the DSL/DDSL and the decision will be driven by the nature of the concern and the relationship between staff, pupil and parents. Often, additional members of staff will be added to the Concern Team so that the Pastoral Team around the child are informed of developments (so if the Head of Year is managing the concern, then the Housemaster may also be added to the Team);

- add actions and rationale;
- decide whether to monitor, support internally, or refer externally;
- liaise with relevant agencies.

Possible actions include:

- discussion with student;
- contact with parents/carers,
- Early Help referral;
- referral to Children's Social Care;
- referral to the police;
- referral to CAMHS or other support services.

The DSL meets with each Section's Safeguarding Team every week to review open concerns for timeliness, accuracy, appropriate action and compliance with School policy and procedure.

11. Low-Level Concerns About Staff

Concerns about staff conduct should be reported according to the School's Staff Code of Conduct and Low-Level Concerns Policy. These should *not* be recorded on MyConcern, unless directed by the Principal or DSL.

12. Record Retention

Safeguarding records will be retained and transferred in accordance with:

- KCSIE;
- data protection legislation;
- local authority guidance.

13. Related Policies

This protocol should be read alongside the:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Behaviour Policy
- Attendance Policy
- Online Safety Policy
- Whistleblowing Policy
- Data Protection Policy

Appendix 10: The School's Approach to Pupils Aged Over 18

The School will regularly have a small number of pupils on roll who are adults, either because they turn 18 in Year 13 or exceptionally because they are repeating their final year or are enrolled in a year lower than the UK custom.

The DSL and DDSL team are responsible for children aged 18 years and below, as well as pupils who are on roll and aged over 18. The School maintains its safeguarding approach and pastoral procedures for pupils over the age of 18 and acknowledges its duty of care to all pupils under the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding.

Nevertheless, the School recognises that there may be circumstances requiring adaptations to its approach to reflect the different legal, developmental or practical needs of a pupil over 18, while always upholding the central commitment to the pupils' welfare and safety.
This Appendix sets out, as a guide, a non-exhaustive list of key considerations for pupils aged over 18 and how the King's Ely Governors discharge their responsibilities to safeguard pupils over the age of 18 at risk in the School.

Safeguarding

This Appendix is to be read in conjunction with the Department of Health and Social Care 'Care and Support Statutory Guidance' and the Cambridgeshire and Peterborough Safeguarding Adults Board Policy and Procedures.

The Care Act 2014 states that "Where someone is over 18 but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements", and that the key statutory safeguarding guidance (including KCSIE and Working Together to Safeguard Children) technically only apply to children (those aged 18 years and below).

Therefore, the School acknowledges that it may be necessary to report safeguarding concerns about a pupil aged over 18 to the Local Safeguarding Adult Board rather than, or in addition to, Children's Social Care. However, it may not be the case that a concern about an adult pupil will immediately fall within adult social care, as there is no obligation on local authorities to implement the move from Children's Social Care to adult social care as soon as someone turns 18. Therefore, the DSL, or a DDSL in their absence, will generally consult the Local Safeguarding Children's Board, in the first instance, for advice but will determine which agency to approach based on the circumstances of each case

A pupil aged over 18 at risk of abuse or neglect may be classed as an 'Adult at Risk' under the Care Act 2014 if they have needs for care and support, are experiencing, or is at risk of, abuse or

neglect, and as a result of those needs, are unable to protect themselves against the abuse or neglect or the risk of it. Statutory adult safeguarding duties exist when these circumstances arise. The School's Safeguarding Team will remain aware of the pupils who are aged over 18 and who therefore may be classed as an adult at risk.

If a pupil becomes, or is identified to be, a possible adult at risk, the DSL or a DDSL will make key staff aware of this as necessary and take appropriate action. This may include additional training and reallocation of resource, to support the pupil concerned.

King's Ely
Cambridgeshire
CB7 4EW

www.kingsely.org