Safeguarding Policy
(including Child Protection)

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

Including Prevent Duty since July 2015
Reflecting KCSIE (September 2016)

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Safeguarding and promoting the welfare of children is everyone’s responsibility. NOTHING is too trivial; if you have any concern whatsoever about the wellbeing of a pupil, it must be referred the same day to one of the Designated Safeguarding Officers. Their names and contact details are on page 29; on the back of staff ID badges; on the intranet; in houses and displayed on noticeboards around the school.
King’s Ely Safeguarding Policy

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POLICY STATEMENT

‘Safeguarding and promoting the welfare of children’ is defined¹ as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

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

Through their day-to-day contact with pupils and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern².

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.³

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

This policy, covering all sections of King’s Ely, operates in accordance with Local Safeguarding Children Board (LSCB) procedures and is compliant with the most up-to-date versions of:

- Keeping Children Safe in Education (KCSIE, September 2016);
- Working Together to Safeguard Children (WTSC, March 2015);
- Disqualification under the Childcare Act 2006 (June 2016);
- The Independent School Standards Regulations (2014);
- Prevent Duty Guidance for England and Wales (2015);
- Guidance for safer working practice for those working with children and young people in education settings(October 2015)
- What to do if you’re worried a child is being abused: Advice for practitioners (March 2015)

¹ Keeping Children Safe in Education (September 2016)
² Keeping Children Safe in Education, September 2016, p6)
³ Keeping Children Safe in Education, September 2016, p5)
King’s Ely Safeguarding Policy

- Information sharing; Advice for practitioners providing safeguarding services to children and young people in education settings (March 2015)

This policy should be read in conjunction with the following other key school documents:
- Attendance & Unauthorised Absence Policy;
- Behaviour Policy;
- Drugs, Alcohol & Smoking Policy;
- Mental Health and Wellbeing Protocol;
- Digital Use Policy;
- King’s Ely Statement on British Values and Preventing Radicalisation;
- King’s Ely Statement of Child Protection
- King’s Ely Supervision of Contractors & Visitors to the school site;
- Missing Child Policy (including arrangements for children not collected on time);
- Parental Concerns & Complaints Policy;
- Student Concerns & Complaints Protocol;
- Recruitment Policy;
- Social Respect (Anti-bullying) Policy & Strategy;
- Staff Code of Conduct;
- Use of Reasonable Force to Control or Restrain Pupils Policy;
- Whistleblowing Procedure.

In addition to the school documents listed previously, the Safeguarding policies and procedures of Ely Cathedral should be read in conjunction with this policy to ensure that the interests of all students at the school who are also cathedral choristers are safeguarded. The Cathedral Safeguarding Officer is Canon Victoria Johnson who works with the school’s Designated Safeguarding Officers to ensure that safer recruitment, safeguarding and child protection procedures and training at the school and at the cathedral are effectively implemented and thoroughly linked.

The Principal, the Heads/Vice Principal of each section of the school and the Governor with special responsibility for Safeguarding will monitor the operation of this policy and the effectiveness of its procedures. When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child. There will be an annual written report on Safeguarding made to the Governing Body and copied to the Cambridgeshire Education Child Protection Service together with an annual return required by Cambridgeshire. Any deficiency that is noted in the school’s Safeguarding arrangements will be remedied without delay, the Governors will undertake an annual review of this policy and an on-going evaluation of its effectiveness through the Governor with special responsibility for Safeguarding (Anthea Kenna). The Governing Body ensures that pupil’s wishes and feelings are taken into account where there are safeguarding concerns.

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

Acronyms relating to this policy:
DSL Designated Safeguarding Lead
INTRODUCTION

What is Child Abuse?

Keeping Children Safe in Education 2016 defines abuse as “a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”. The basic level of training for all staff at King’s Ely, offered by DSOs following their higher level training with Cambridgeshire’s Educational Child Protection team, categorises Child Abuse in four categories, the definitions of which are included in Appendix One:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Some symptoms of abuse might be:

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

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

4 Keeping Children Safe in Education 2016, p11
King’s Ely Safeguarding Policy

- relationships between child and adults which are secretive and exclude others;
- pregnancy.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. As a result of day to day contact with pupils and direct work with families, members of staff are well placed to observe the outward signs of abuse, neglect or potential radicalisation and are expected to discharge their safeguarding responsibility by passing on all concerns immediately, as it is key that pupils receive the right help at the right time in order to address risks and prevent issues escalating.

Children at Risk

Emotional ill treatment, physical injury (including Female Genital Mutilation (FGM)), forms of neglect, child sexual exploitation (CSE) and other forms of abuse may lead to pupils of any age being considered “at risk”. Being alert to the possibility that pupils may be “at risk” (and knowing how to respond, report and refer) is a responsibility for all staff and volunteers at King’s Ely. Child Protection concerns are responded to, reported and referred in the ways this policy describes and in accordance with local area procedures.

Children in Need

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

There are four main elements to this policy:
- **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;
- **Procedures** for identifying and reporting cases, or suspected cases, of abuse;
- **Supporting Vulnerable Children**; children in need;
- **Preventing Unsuitable People from Working with Children** by having in place a robust and efficient safer recruitment system to ensure that all staff (paid or unpaid) do not present a risk of abuse.

**PREVENTION**

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

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5 ‘Radicalisation’ refers to the process by which a person comes to support terrorism and forms of extremism.
establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to;

ensure pupils know that there are adults in the school, including a Community Welfare Adviser and a team of school counsellors, who they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;

include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse, including online, and information about who to turn to for help;

Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life.

Equal Treatment and developing a safeguarding culture

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

Openly sharing or addressing concerns, celebrating best safeguarding practice, being constantly vigilant and seeking to develop a safeguarding culture throughout the school is a priority at King’s Ely. A commitment to ongoing training, developing robust procedures, ensuring accurate implementation of policies and promoting safeguarding behaviours for all staff at King’s Ely reflect the desire for all students to be enabled to thrive at the school.

Emotional Health and Wellbeing

The Community Welfare Advisor, the DSL/DSOs and the wider pastoral team of Housemasters and Housemistresses work with the staff to ensure that the community is constantly alert to any concerns suggesting that an individual’s emotional health or wellbeing leads to them being at risk.

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

Promoting Digital Safety

King’s Ely seeks to embrace all the benefits that modern technology provides for the education of its students. However, the potential for misuse and abuse of digital technology is significant and King’s has a duty of care to ensure that students are able to use ICT, including the internet and related communication technologies, appropriately and safely. New technologies can put young people at risk, both within and outside of the school. The 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 ESafety Training 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 NSPCC ‘Keeping Children Safe Online V2’ online course or CEOP Ambassador Training. This level of training is being rolled out to all PSHE leads and ICT coordinators across all sections of the school.
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 Digital Safety Coordinator, the Designated Safeguarding Lead and the Head/Vice Principals of the relevant section of the school.

Digital Safety 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 staff (paid and unpaid), parents and pupils where necessary;
- receive reports of digital safety incidents and create a log of incidents to inform future digital safety developments;
- report to the school’s Leadership Team and the Prevent or Designated Safeguarding Lead.

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

Teaching and Support Staff are responsible for ensuring that:
- they have an up to date awareness of digital safety matters and of the current school 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 students take place within clear professional boundaries. Staff should not share any personal information with a student and they should not request any such information from a student, other than that which might be appropriate as part of their professional role. To this end, staff should ensure that all communications are transparent and open to scrutiny and should keep in mind the following points:
  - 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 should not be used for such purposes;
  - care should be taken when taking digital / video images that students are appropriately dressed and are not participating in activities that might bring the individual or the school into disrepute;
  - pupils must not take, use, share, publish or distribute images of others without their permission;
  - photographs published on the school website that include students should be selected carefully and comply with good practice guidance on the use of such images.

Pupils should ensure that they:

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6 In KES and KEI the role of Digital Safety Coordinator is fulfilled by the Vice Principal Pastoral and in KEJ the role is undertaken by the Head and Assistant Head KEJ.

7 Bring Your Own Device (BYOD) Procedure; Acceptable Use Procedure
King’s Ely Safeguarding Policy

- 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 policy also covers their actions out of school;
- adhere to the specific guidelines set out in the Bring Your Own Device Procedure and the Acceptable Use Procedure(s)

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

- a planned digital safety programme provided as part of ICT/ PSHE/ other lessons throughout the school, as appropriate for the age of the pupil, with the aim of reinforcing key digital safety messages (ensuring pupils understand the risks posed by others who use the internet and social media to bully, groom, abuse or radicalise young people) as part of a planned programme of tutorial/pastoral activities;

when using digital images, staff are to inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet, e.g. on social networking sites and via apps.

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

Child protection and bullying

Bullying is the intentional or thoughtless hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages) and emotional means. The damage inflicted by bullying (including cyber-bullying) can frequently be underestimated. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the seriousness of violence (including sexual violence) that these forms of bullying characterise through inappropriate sexual behaviour. It is important for schools to consider whether to apply safeguarding procedures both to young people being bullied and to perpetrators. Young people being bullied may need to be protected from the young person engaging in bullying behaviour and if a young person is engaging in these behaviours this may be an indication that they are acting out the prejudices they see, to fit in. It could also be an indication that the young person could be experiencing abuse at home and therefore require some form of safeguarding intervention.

Thresholds for referring bullying issues to external agencies exist at King’s Ely. Any bullying incident or pattern of bullying which involves illegal acts or abusive actions, behaviours or intentions will be recorded in the serious bullying incident files maintained by the Principal. Issues are referred to external agencies by her in consultation with the appropriate Head of Section or Vice Principal Pastoral in KES, who are all DSOs. In addition to those processes, any serious bullying case will be

8. Please refer to the DfE guidance Preventing and Tackling Bullying (2014) and King’s Ely Social Respect (Anti-Bullying) Policy & Strategy.
King’s Ely Safeguarding Policy

referred as part of the Child Protection procedures at the school. Bullying or Child Protection and Safeguarding concerns which are connected to the radicalisation of students or which fall under the school’s Prevent duty, will be referred by the DSL, or Principal, to Sara Rogers (Prevent contact for Cambridgeshire County Council).

Substance Misuse and Child Protection

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

When there is evidence or reasonable cause:

- to believe the young person’s substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil’s substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

Children of Substance Misusing Parents/Guardians

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

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

Domestic Abuse

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 is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional. This definition, which is not a legal definition, includes so called 'honour' based violence, FGM and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

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

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

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

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

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent Lead (Richard Whymark, DSL). Staff should also be aware of the following website, providing useful information and guidance:

http://educateagainsthate.com/.

Child Sexual Exploitation (CSE) is a form of 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.

High profile cases in the public domain and the most recent Cambridgeshire training materials used with staff at King’s Ely highlight the need for all staff to be vigilant with regard to the possibility that students may be at risk due to them being exploited. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

As set out in Section A of the 2017 DfE Guidance, staff who work with children should:

- be aware of the complexity of issues around consent (for example, recognition that a victim of CSE may have been sexually exploited even if the sexual activity appears consensual);
- be aware that abuse can be carried out by perpetrators who are female or peers of a similar age to the victim;
- recognise that the abuse may be perpetrated by an individual or a group and can be a one-off occurrence or a series of incidents over time;

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9 “Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” February 2017. This guidance should be read alongside “Working Together to Safeguard Children”.
King’s Ely Safeguarding Policy

- be aware of how to work with young people who may be vulnerable to or who are experiencing grooming;
- recognise the violent nature of some instances of CSE as well as the existence of intra-familial child abuse.

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

Reporting procedures are clear and via DSO’s, Principal or Chair of Governors.

Peer on Peer Abuse

Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault, initiation/hazing type violence and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.

This form of abuse will not be tolerated or passed off as ‘banter’ or ‘part of growing up’. Victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.

Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.

King’s Ely includes within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

Additional guidance on sexting can be found in “‘Sexting’ in schools: advice and support around self-generated images - What to do and how to handle it”, published by CEOP.

Female Genital Mutilation (FGM) is a procedure where the female genital organs are injured or changed and there is no medical reason for this.

FGM is internationally recognised as a violation of the human rights of girls and women and is illegal in most countries, including in the UK. It is a statutory duty for all staff doing teaching work in England and Wales to report ‘known’ cases of FGM in under-18s which they identify in the course of their professional work to the police.  

Since 2014, training materials at the school have explained that cases of FGM are prevalent within the school-aged population in the UK. Therefore colleagues are required to be vigilant in this regard and be alert to possible signs and symptoms which may indicate that a student is at risk from, has undergone or has been physically or emotionally connected with an act of FGM. The materials used to

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10 Please refer to DfE Statutory Guidance “Multi-agency statutory guidance on female genital mutilation (April 2016)” for further information. The DfE has also published further information and guidance for professionals Female Genital Mutilation Risk and Safeguarding: Guidance for Professionals.

11 Multi-agency statutory guidance on female genital mutilation, April 2016
train all staff explain what signs and symptoms to be alert to and underlines the statutory duty to report any concerns through the usual safeguarding routes at the school. The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil’s wishes.

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

**Honour-Based Violence**

So-called ‘honour-based’ violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

**Forced Marriage**

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. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

**PROCEDURES**

King’s Ely follows the procedures set out in the Cambridgeshire Local Safeguarding Children Board “Inter-Agency Procedures”.

**The Designated Safeguarding Lead (DSL) is Richard Whymark** (Head, King’s Ely Junior), who is also the school’s registered Lead for the Prevention of Radicalisation13 and the deputy DSL is Liz Knibb (Vice Principal Pastoral, King’s Ely Senior). 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 is Anthea Kenna, who 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 governor has undertaken appropriate safeguarding training. Furthermore, the governor with responsibilities for boarding maintains an overview of boarding at King’s Ely and reports back to the Governing Body.

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12 A copy of these procedures can be found on the LSCB website http://www.cambridgeshire.gov.uk/lscb/
13 As per the Prevent duty: a duty under S.26 of the Counter-Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”. 
Each section of King’s Ely has at least one designated senior member of staff with responsibility for child protection and welfare matters (DSO), who has undertaken the two day training course provided by Cambridgeshire County Council Education Child Protection Services (updated every two years and which includes local inter-agency working protocols and training in the LSCB’s approach to the Prevent duty):

- King’s Ely Senior and King’s Ely International
- King’s Ely Junior
- King’s Ely Acremont and Nursery (including EYFS)
- Throughout all sections
- Liz Knibb (Vice Principal Pastoral, King’s Ely Senior)
- Richard Whymark (Head, King’s Ely Junior) and Laura Roberts (Assistant Head, King’s Ely Junior)
- Jon Willcocks (Head, King’s Ely Acremont), Anna Ballanger (Head of EYFS and Designated Safeguarding Lead for EYFS)
- Rebecca Burnham (Deputy Head EYFS)
- Charlotte Fretwell (Nursery Practitioner)
- Sue Freestone (Principal, King’s Ely)
- Mark Hart (Chief Operating Officer)
- Lucy Taylor-Dixon (Community Welfare Adviser)
- Catherine Margree (Compliance Officer)

In addition to the formal training set out above, the DSL and the DSOs refresh their knowledge and skills, via bulletins, meetings and further reading, at least annually.

One of the above DSO’s will be the first point of contact for pupils, parents, staff and external agencies in all matters of child protection. During term time, the DSL (or deputy) will always be available during school hours for staff to discuss any safeguarding concerns. If a DSO/DSL is the subject of a complaint, his/her duties will be carried out by the Principal. In the case of a complaint against the Principal, the matter is referred to the Chair of Governors, without the Principal being informed first (the Chair of Governors will liaise with the DSL, as the DSL has a higher level of training and can advise on appropriate procedures).

King’s Ely recognises the importance of the role of the DSO/DSL/s and ensures that they have the time, training and support necessary to undertake their duties (as outlined in the Designated Person Role Specifications).

The school will also provide initial and subsequent full training courses in child protection and ‘Prevent’ awareness (updated fully at least every three years and updated regularly during intervening periods via bulletins, briefings and staff meetings) for all staff (paid and unpaid) who work on site (this includes those who work at school on a self-employed basis or under contract with a different employer (eg contract cleaners) and temporary staff and volunteers. Furthermore, child protection and Prevent training is also provided to all Cathedral staff who work with King’s Ely pupils. As part of the induction process, the DSL will arrange training for all new members of staff (paid and unpaid; as described above). This training will include familiarisation with key safeguarding material as well as

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14 Please see Appendix Five for details of the Designated Persons (including contact details)
15 Please note that EYFS Designated Person Training is updated every three years, as per Cambridgeshire County Council EYFS guidelines.
16 The Safeguarding Pack provided to all new members of staff (paid and unpaid) contains the following:
King’s Ely Safeguarding Policy

attendance at a Cambridgeshire child protection course delivered by one of the Designated Persons. In addition, all staff members (paid and unpaid) receive regular safeguarding and child protection updates as required and usually on a termly basis. All colleagues carry a King’s Ely child protection prompt card with their ID badges.

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

- knows the names of the DSO’s/DSL and their role;
- is aware of the need to be alert to signs of abuse (including possible CSE, FGM and radicalisation) and neglect (including frequent absences from school) and knows how to respond to a pupil who may tell of abuse (including avoiding asking leading questions and explaining that confidentiality cannot be promised);
- knows that they have a mandatory responsibility to report to the police (telephone number 101), cases where they discover an act of FGM appears to have been carried out. Such cases may also be discussed with the DSL and involve Children’s Social Care.
- knows that they have an individual responsibility for referring child protection concerns to a DSO/DSL or directly to children’s social care services;
- feels able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing procedures;
- has read and understood the most up-to-date version of Part 1 and Annex A of “KCSIE September 2016” and “What to do if you’re worried a child is being abused: Advice for practitioners”;
- is aware of the appropriate forms of interaction with pupils, including acceptable methods of digital communication (please refer to the safeguarding section of the King’s Ely Staff Code of Conduct, which can be found on Firefly);
- Please refer to the King’s Ely Induction Procedure.

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

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

King’s Ely Child Protection Policy; King’s Ely Staff Code of Conduct; Cambridgeshire County Council booklet on Basic Child Protection; “Keeping Children Safe in Education”; “Guidance for Safer Working Practice for Adults who Work with Children and Young People”; “What to do if you’re worried a child is being abused: Advice for Practitioners”; “Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”.

17 Please see appendix seven.
**School’s Reporting Arrangements**

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

**Concerns about a Child in need**

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

**Child in danger or at risk of harm**

Situations involving, or potentially involving, the safeguarding of children who have suffered or are at risk of suffering serious harm (child at risk), should be reported to children’s social care services immediately (by the DSO/DSL or the individual with concerns). Please refer to Appendix Two: Action where there are concerns about a child.

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

As with managing other safeguarding risks, staff are alert to changes in pupils’ behaviour which may indicate that they are in need of help or protection. (Please see Appendix Five ‘Vulnerability Framework: how to identify children at risk). In the case of pupils identified as being at risk of radicalisation, the Prevent lead (DSL) or the Principal will make a referral to the Local Authority Officer with Prevent responsibility (Sara Rogers). Staff should note that emergency situations involving radicalisation, FGM or CSE should be reported to the relevant authorities via telephone number 101.

**Allegations of abuse against staff**

In all cases where abuse is suspected or a sustainable allegation made, the information should be reported to the Principal (in the case of a complaint against the Principal, the complaint should be referred to the Chair of Governors (Mr Jeff Hayes), contactable via the Clerk to the Governors18), who will follow the procedures as set out in Part four of “KCSIE” as well as the recommended procedures of Cambridgeshire County Council and will, within one day of the allegation being made, consult with the Local Authority Named Senior Officer. The Named Senior Officer will liaise with the LADO, ensuring that all allegations are reported within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Staff may consider discussing any concerns about fellow members of staff with, and make any referral via, the DSL. It should be noted that the Principal or Chair of Governors will not seek to interview the child/ren or staff involved until advice has been sought, as doing so may compromise any police interviews that may be necessary (see Appendix Three: Managing Allegations of Abuse). In the case of staff working within

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18 Clerk to the Governors @kingsely.org
the EYFS, we would inform Ofsted as soon as possible and at the latest within 14 days of the allegation.

**Allegations of abuse against pupils**

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

**Whistleblowing**

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

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

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

Anyone making such a report, provided that it is done in good faith, will do so with the full support of the school and receive appropriate support. Reports should be completed in writing, signed and dated by the colleague making the report.

**Liaison with other agencies**

King’s Ely will work to develop effective links with relevant services to promote the safety and welfare of all pupils and will co-operate as required with key agencies in their enquiries regarding child protection matters (including attendance and providing written reports at child protection conferences and core groups). The school will construct Individual Welfare Plans for children in need and complete CAF forms to identify possible support accessible through other local services. All staff at King’s Ely understand the importance of identifying children who may benefit from early help.
King’s Ely Safeguarding Policy

(providing support as soon as a problem emerges at any point in a child’s life). In the first instance, early help requirements will be discussed with the DSL. Following on from this, staff will support other agencies and professionals in an early help assessment, as required.

King’s Ely will notify the relevant Social Care Unit immediately if:

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

Record Keeping

The Designated Person(s) will maintain clear, detailed, accurate, written records of all concerns, discussions and decisions made (and the reasons for these decisions) about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. If in doubt about recording requirements, staff should discuss with the DSL. All records are kept securely, separate from the main pupil file, and in a locked location. All relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance. Parents will be made aware that such records exist, except where to do so would place the child at risk of harm. All actions and decisions will be led by what is considered to be in the best interests of the child. Record keeping procedures follow the guidelines issued to DSOs by Cambridgeshire Education Child Protection Service.

Confidentiality and Information Sharing

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998. The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. “Need to know” information is shared when the sharing of information will contribute to the safeguarding of a child.

Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the DSL or Principal.

The DSL will take advice from the Cambridgeshire County Council Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

Use of Reasonable Force

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

19 Detailed information on early help can be found in Chapter One of Working Together to Safeguard Children.
aware of the policy on the *Use of Reasonable Force to Control or Restrain Pupils*. Any use of reasonable force or potentially inappropriate physical contact must be reported immediately to the Principal.

**Taking, Using and Storing of Images of Pupils**

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

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

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

In the Early Year’s Foundation Stage (EYFS), use of mobile telephones and other electronic devices (particularly those with the capacity to be used as a camera) are strictly regulated. To this end, staff are only permitted to use personal electronic devices in the staff room and must not use their personal telephones or other devices to take photographs of the children. In the Nursery, phones and other electronic devices such as tablets or smart watches, capable of taking photos and/or emailing, must be stored in staff lockers in the entrance lobby or in bags in the cupboard in the staff room. Parents, work experience students and visitors are also requested not to use their mobile telephones whilst on the premises.

**Charity Commission**

As a matter of good practice, any serious incident (including safeguarding) that has resulted or could result in a significant loss of funds or a significant risk to the school’s property, work, beneficiaries or reputation should be reported, by the Chair of Governors, to the Charity Commission immediately.

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

21 RSI@charitycommission.gsi.gov.uk.
King’s Ely Safeguarding Policy

Ofsted (for Ofsted registered EYFS settings)

As a registered provider, King’s Ely must inform Ofsted of any allegation of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Furthermore, as a registered provider, King’s Ely must notify Ofsted of any significant event which is likely to effect the suitability of any person who is in regular contact with children on the premises where childcare is provided. Disqualification, including by association, of a worker or manager could be an instance of a significant event.

As a registered provider, King’s Ely must give Ofsted the following information about themselves or an employee when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

SUPPORTING VULNERABLE CHILDREN / CHILDREN IN NEED

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

The school will therefore endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which (i) promotes a positive, supportive and secure environment and; (ii) gives pupils a sense of being valued;
- the consistent approach of staff which focuses on the nature of the offence committed by the child but does not damage the pupil’s sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- its clear and supportive policy on drugs, alcohol and substance misuse;
- ensuring all safeguarding policies and related guidance documents are communicated regularly and as necessary to all staff;
- liaison with other agencies who support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams;
- a commitment to develop productive and supportive relationships with parents/guardians;
King’s Ely Safeguarding Policy

- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection;
- co-ordination of a school based Individual Welfare Plan through the Community Welfare Adviser and pastoral team;
- the completion of a CAF form to ensure that local services are accessed as appropriate;
- keeping records and notifying Social Care as soon as there is a recurrence of a concern.

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

Procedures are now in place nationally, and to which King’s Ely subscribes, to ensure that child protection concerns are sought for all new pupils and sent on to new educational establishments. Therefore, when a pupil on the child protection register leaves, the school will transfer information to the new school immediately and inform the pupil’s social worker. The school will also notify the local Social Care Team / LSCB [Cambridgeshire] team if:

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

Children with Special Educational Needs

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

Missing Child

King’s Ely has a Missing Child Policy, to be used for searching for and, if necessary, reporting any child missing from School. The policy includes the requirement to record any incident; the action taken and the reasons given by the pupil for being missing. The King’s Ely Attendance & Unauthorised Absence Policy also includes details of the procedures in place to identify and respond to children who go missing from school on repeat occasions and details triggers for staff to be aware of, such as travelling to conflict zones, FGM and forced marriage. (Both policies are available on the school intranet, external website and in hard copy upon request.)
PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

King’s Ely operates safer recruitment practices to ensure the suitability of all staff (paid and unpaid) working with our pupils in accordance with the guidance given in KCSIE (September 2016), the Independent School Standards Regulations (ISSR) and the National Minimum Standards for Boarding Schools (NMS). These practices include carrying out 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; check for any restriction imposed by another European Economic Area (EEA) regulating authority; and reference checks. 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 and then again annually thereafter. (for a comprehensive list of pre-employment checks, please refer to the school’s recruitment policy which is available online and upon request.)

The following members of staff have undertaken Safer Recruitment training and at least one of these people will form be involved in every recruitment process:

- Sue Freestone (Principal)
- Alex McGrath (Head of Global Development)
- Simon Drew (Business Manager)
- Liz Knibb (Vice Principal Pastoral, King’s Ely Senior)
- Andrew Marshall (Deputy Head, King’s Ely Junior)
- Anthony Lowery (Director of Studies, King’s Ely Junior)
- Anna Ballanger (Head of EYFS)
- Lucy Taylor-Dixon (Community Welfare Adviser)
- Richard Whymark (Head, King’s Ely Junior)
- Mark Hart (Chief Operating Officer)
- Jane Thomas (Vice Principal Academic, King’s Ely Senior)
- Andy Thomas (Director of Boarding)
- Laura Roberts (Assistant Head, King’s Ely Junior)
- Jon Willcocks (Head, King’s Ely Acremont)
- Sarah Stevens (Deputy Head, King’s Ely Acremont)
- Matthew Norbury (Academic Director, King’s Ely International)

King’s Ely also ensures that:

- all necessary checks are carried out on the suitability of people who serve on the Governing Body (including enhanced DBS checks) in accordance with the above regulations and guidance and also the Education (Independent School Standards) (England) Regulations;
- where staff from another organisation are working with our pupils on another site, we have received assurances from a responsible person, in writing, that appropriate child protection checks and procedures have been carried out;
- where staff are working with children on a one-to-one basis (i.e. music or sports tuition) the safer recruitment checks as detailed above will have been carried out on that member of staff before

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22 From 12th August 2015 for management positions such as: Heads; SLT; HoDs
23 Under Section 75 of the Childcare Act, 2006 (June 2016 edition) individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) or the management of such settings.
King’s Ely Safeguarding Policy

they commence work. Specific attention will always be given, by a senior manager, to safeguarding arrangements where children are engaged in close one to one teaching;

- that all persons over 16, who are not pupils of the school, who live in boarding houses have an enhanced DBS (with barred list) check, as well as a written agreement with the school, detailing their rôle, appropriate behaviour and access to children;
- the school site is as secure as circumstances permit and that all visitors to the site are subject to the necessary checks and supervision;

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

Following discussion with the LADO, the school commits to promptly refer to the DBS (PO Box 181, Darlington, DL1 9FA, Tel 01325 953795) any person (whether employed, contracted, a volunteer or student) whose services are no longer used\(^{24}\) as they have caused harm or posed a risk of harm to a child. A compromise agreement will not prevent a referral being made to the DBS nor will a person’s refusal to cooperate with an investigation. In the case of staff engaged in teaching work, any referral to the DBS is then passed on by the DBS to the National College for Teaching and Learning (NCTL). Additionally, the school commits to refer to the NCTL when a situation does not meet the threshold for DBS referral but does meet the threshold for NCTL referral (please refer to the NCTL online guidance https://www.gov.uk/guidance/teacher-misconduct-referring-a-case)

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

\(^{24}\) ISI Regulatory Handbook, Para 88: “Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering”
## USEFUL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Child Protection Service Advice</strong></td>
<td>Tel: 01223 703800 Tel: 01223 703564</td>
</tr>
<tr>
<td><strong>Named Senior Officer for allegations, Chris Meddle</strong></td>
<td>Tel: 01223 703564</td>
</tr>
<tr>
<td><strong>Referrals to the Local Authority – in office hours</strong></td>
<td>Tel: 0345 045 5203 Email: <a href="mailto:referralcentre.children@cambridgeshire.gov.uk">referralcentre.children@cambridgeshire.gov.uk</a></td>
</tr>
<tr>
<td>(8am–8pm; Mon–Fri) Children’s Social Care Services at Cambridgeshire Direct Contact Centre</td>
<td></td>
</tr>
<tr>
<td><strong>Referrals to the Local Authority – Outside office hours</strong></td>
<td>01733 234724</td>
</tr>
<tr>
<td>Emergency Duty Team</td>
<td></td>
</tr>
<tr>
<td><strong>Police (non emergency)</strong></td>
<td>Tel: 101</td>
</tr>
<tr>
<td>Prevent - Kevin Vanterpool</td>
<td>Email <a href="mailto:kevin.vanterpool@cambs.pnn.police.uk">kevin.vanterpool@cambs.pnn.police.uk</a> Tel: 01480 847743 Duty Team 01733 234724 (Out of hours)</td>
</tr>
<tr>
<td>FGM – Cambridgeshire Constabulary Child Abuse Investigation Team</td>
<td>Tel: 01480 373522 <a href="mailto:lscb@cambridgshire.gov.uk">lscb@cambridgshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>LSCB</strong> Cambridgeshire Local Safeguarding Children Board</td>
<td>01480 373522 <a href="mailto:lscb@cambridgshire.gov.uk">lscb@cambridgshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>LADO</strong> Local Authority Designated Officers (LADO) LADO Unit</td>
<td>Tel: 01223 727967 Email: <a href="mailto:LADO@cambridgeshire.gov.uk">LADO@cambridgeshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>Office of the Children’s Commissioner</strong></td>
<td>0800 528 0731 <a href="mailto:advice.team@childrenscommissioner.gsi.gov.uk">advice.team@childrenscommissioner.gsi.gov.uk</a></td>
</tr>
<tr>
<td><strong>EYFSA</strong> Early Years Foundation Stage Adviser Ofsted</td>
<td>01954 273339 0300 123 4666</td>
</tr>
<tr>
<td><strong>Local Authority Prevent contact</strong> Cambridgeshire Education Child Protection Service</td>
<td>Sara Rogers 01223 729045</td>
</tr>
<tr>
<td><strong>Counter Extremism</strong> DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors</td>
<td>020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a></td>
</tr>
<tr>
<td><strong>Child and Adolescent Mental Health Services (CAMHS)</strong></td>
<td>01223 746001</td>
</tr>
<tr>
<td><strong>NSPCC Whistleblowing helpline</strong></td>
<td>0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></td>
</tr>
</tbody>
</table>
APPENDIX ONE - Four categories of abuse

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

**Neglect** - persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child’s basic emotional needs.

It also includes parents or carers failing to:

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

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

It may involve conveying to a child that they are:

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

It may include:

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

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

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

It may involve:

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

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

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25 Cambridgeshire County Council; Safeguarding and Child Protection Policy; July 2016
**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

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

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

Actions where there are concerns about a child

1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).
APPENDIX THREE
Managing an Allegation Against a Member of Staff in your Establishment

All staff must know how to recognise an allegation and who to report to

ALLEGATION

If an allegation concerns the Principal, the Chair of Governors takes action

Principal

Discussion with Named Senior Officer for Education

Discussion between Named Senior Officer (NSO) for Education and Local Authority Designated Officer (LADO)

Refer back to school

Complex Strategy Meeting (CSM)

Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

- Do not tell anyone, particularly the staff Involved
- Take advice from the Named Senior Officer (NSO) for Education before taking action
- Make initial enquiries only
- Do not investigate or interview
- Usual principles of confidentiality apply
- Deal objectively with everything
- Existing loyalties must be put to one side
- Think the unthinkable, believe the unbelievable

Keep detailed records of actions and statements at all stages

Record and date your assessments of known facts

The next course of action and timescales are agreed at this point. Consider also:

- information for the adult, witnesses, child/young person and parents/carers
- on-going support for the member of staff, pupil and parents/carers
- statements, if needed, for the whole staff, community and press
APPENDIX FOUR: Operational Procedures for DSOs/DSL and the Safeguarding Governor

1 Safeguarding record keeping

Each section of King’s Ely has safeguarding records contained in locked drawers in locked offices. The only colleagues with access to the locked drawers and records are the trained DSOs in each section. There is a keysafe in each location with a common passcode known only to the team of DSOs at King’s Ely. The keysafe system ensures that 24/7 throughout the calendar year any DSO can access a student’s record should they need to.

In addition to the records within the locked drawers, there are secure areas of the school’s servers which are accessible to the DSOs and pastoral teams. Welfare Plans are contained in one of these areas for pastoral teams to access along with the DSOs. Lists of students with safeguarding files in existence are filed securely in another area which is only accessible to the DSOs. No further student safeguarding information is stored electronically on the servers. All safeguarding records are hard copies and are contained in files

- Ongoing “Awareness” files
- ORANGE “Alert” files
- RED “Safeguarding/Child Protection” files
- PURPLE “Welfare” files

ONGOING AWARENESS FILES

Cause for concern sheets, which did not immediately trigger the creation of a red (safeguarding/child protection) or purple (welfare) file, are also stored within a file in the locked drawer. Each section maintains a file containing these initial cause for concern sheets, which may subsequently form part of a red file if additional concerns emerge over time. These files contain the names of students that the DSOs are “aware of”, should any other concerns emerge.

ORANGE ALERT FILES

For students with a need for closer monitoring or support but who are not felt to require the creation of a red (safeguarding/child protection) or purple (welfare) file, perhaps while something not of a safeguarding nature is emerging over time or when a matter is requiring intervention through school support systems, an Alert File (Orange) may be created and stored within the locked drawer to ensure that the DSO/CWA have a wider awareness of the community’s needs.

RED SAFEGUARDING(CHILD PROTECTION) FILES

Pupils’ safeguarding records within each drawer are separated into red folders.

Each red folder is clearly labelled with the student’s names and contains:

- A front sheet
- A print out of the iSAMS pupil’s basic information summary and contact information summary
- A chronology sheet (revised from 27.01.2017 to include “review dates”)
- Numbered documents as recorded on the chronology sheet
- Any files received from feeder schools/other settings
At the point a red file is created, a sticker is added to the pupil’s green school file indicating that a red safeguarding record file exists and a flag is used in the Medical Centre records to ensure awareness of the student’s profile.

**PURPLE WELFARE FILES**

The Community Welfare Adviser (CWA) is a DSO and works very closely with the DSOs in each section of the school. Students with Welfare Files (purple) may also have a red safeguarding record file. In each section of the school, the list of students with purple and red files is known to the DSO and the CWA. At the point a purple welfare file is created, a purple sticker is placed on a student’s green school record file to indicate that a file exists and a flag is used in the Medical Centre records to ensure awareness of the student’s profile.

**2 Regular meetings for DSOs, DSL, CWA and Principal**

- CP Meetings - DSO/CWA meetings with the Principal
- Principal to DSO in each section – at least weekly
- DSL to DSO in each section – at least weekly
- Safeguarding Medical Meeting – DSOs, CWA, School Medical Officer and Medical Centre - termly
- Cathedral/School Safeguarding Meetings – DSO and Cathedral DSO
- CWA/DSO Meetings – weekly in each section of the school
- DSO to DSO meetings within sections – at least weekly
- DSO to DSO meetings between sections – at least bi-weekly
- File handover meetings – KEA-KEJ and KEJ-KES – at least annually

**3 Auditing of (and access to) files by the Safeguarding Governor**

There is no assumption that the Safeguarding Governor will be privy to confidential information contained in the DSOs’ locked drawers. 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 CWA as to the composition of their safeguarding files without reading confidential notes
- Audit and track the spread of files between the DSOs within the school
- Make enquiries so as to satisfy him/herself that files are being kept in line with the expectations of Cambridgeshire Education Child Protection Service
- Complete an annual written report to the Full Board of Governors specifically covering how it was determined that the school is compliant with the local area procedures, regulatory requirements (including records) and its safeguarding duty of care
- Meet regularly with the DSOs in each section of the school and discuss record keeping specifically and check adherence to the guidelines within this document
- Determine that the Cambridgeshire Education Child Protection team are satisfied that the school’s standards of safeguarding, interventions, referrals, record keeping, policies and day to day actions are effective
APPENDIX FIVE - The Vulnerability Assessment Framework

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

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

1. Engagement with a group, cause or ideology - Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:
   - Feelings of grievance and injustice
   - Feeling under threat
   - A need for identity, meaning and belonging
   - A desire for status
   - A desire for excitement and adventure
   - A need to dominate and control others
   - Susceptibility to indoctrination
   - A desire for political or moral change
   - Opportunistic involvement
   - Family or friends involvement in extremism
   - Being at a transitional time of life
   - Being influenced or controlled by a group
   - Relevant mental health issues

2. Intent to cause harm - Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:
   - Over-identification with a group or ideology
   - Them and Us’ thinking
   - Dehumanisation of the enemy
   - Attitudes that justify offending
   - Harmful means to an end
   - Harmful objectives

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

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26 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism. 2015.
### APPENDIX SIX: DESIGNATED SAFEGUARDING OFFICERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Whymark, Head KEJ</td>
<td>Designated Safeguarding Lead &amp; Prevent Lead</td>
<td>01353 660731 Extension 3731 <a href="mailto:richardwhymark@kingsely.org">richardwhymark@kingsely.org</a></td>
</tr>
<tr>
<td>Sue Freestone, Principal</td>
<td></td>
<td>01353 66070 Extension 3705 <a href="mailto:suefreestone@kingsely.org">suefreestone@kingsely.org</a></td>
</tr>
<tr>
<td>Liz Knibb, Vice Principal Pastoral KES)</td>
<td></td>
<td>01353 660723 Extension 3723 <a href="mailto:lizknibb@kingsely.org">lizknibb@kingsely.org</a></td>
</tr>
<tr>
<td>Jon Willcocks, Head KEA</td>
<td></td>
<td>01353 660515 Extension 3515 <a href="mailto:jonwillcocks@kingsely.org">jonwillcocks@kingsely.org</a></td>
</tr>
<tr>
<td>Laura Roberts, Assistant Head KEJ</td>
<td></td>
<td>01353 660752 Extension 3752 <a href="mailto:lauraroberts@kingsely.org">lauraroberts@kingsely.org</a></td>
</tr>
<tr>
<td>Anna Ballanger, Head of EYFS (Designated Safeguarding Lead for EYFS)</td>
<td></td>
<td>01353 660517 Extension 3517 <a href="mailto:annaballanger@kingsely.org">annaballanger@kingsely.org</a></td>
</tr>
<tr>
<td>Charlotte Fretwell, Nursery Practitioner</td>
<td></td>
<td>01353 660520 Extension 3520 <a href="mailto:charlottefretwell@kingsely.org">charlottefretwell@kingsely.org</a></td>
</tr>
<tr>
<td>Mark Hart, Chief Operating Officer</td>
<td></td>
<td>01353 660725 Extension 3725 <a href="mailto:markhart@kingsely.org">markhart@kingsely.org</a></td>
</tr>
<tr>
<td>Luci Taylor-Dixon, Welfare Adviser (Domestic Abuse Lead)</td>
<td></td>
<td>01353 660567 Extension 3567 <a href="mailto:lucytaylordixon@kingsely.org">lucytaylordixon@kingsely.org</a></td>
</tr>
<tr>
<td>Catherine Margree, Compliance Officer</td>
<td></td>
<td>01353 660700 Extension 3551 <a href="mailto:catherinemargree@kingsely.org">catherinemargree@kingsely.org</a></td>
</tr>
</tbody>
</table>

**Referrals to the Local Authority:**

**During office hours** (8am–8pm; Mon–Fri):
0345 045 5203

**Outside office hours** (Emergency Duty Team):
01733 234724
APPENDIX SEVEN: CHILD PROTECTION PROMPT CARDS

Important contacts and numbers:
- Designated Safeguarding Officers:
  S Freestone/R Whymark/ L Knibb/ L Roberts/ J Willcocks/ A Ballanger/ R Burnham/ M Hart/ L Taylor-Dixon/ C Margree
- Cambs Direct – 0345 0455203
- Emergency Duty Team 01733 234724 (24 hrs)
- The Medical Centre and the School Counsellors – 01353 662225
- NSPCC 0808 800 5000
- LSCB (Cambs) – 01480 373522

Summary and Prompts
If you are told or suspect anything:
- YOU MUST REPORT IT STRAIGHT AWAY
- Don’t ask leading questions
- Don’t offer confidentiality
- Make and keep written records immediately
- Report it to one of the Designated Safeguarding Officers.
APPENDIX EIGHT:  KING’S ELY CHILD PROTECTION STATEMENT

PROMOTING THE WELFARE OF CHILDREN

STATEMENT OF CHILD PROTECTION

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

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

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

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

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

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

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

BRITISH VALUES AND PREVENTING RADICALISATION AT KING’S ELY

All schools have a duty to actively promote the fundamental British values, as defined by government, of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.

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

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

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

<table>
<thead>
<tr>
<th>Cross reference against policies</th>
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<tbody>
<tr>
<td><strong>Curriculum Policy</strong></td>
</tr>
<tr>
<td><strong>Digital Use Policy</strong></td>
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<tr>
<td><strong>Safeguarding Policy</strong></td>
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</table>
end, King’s Ely fully recognises its responsibilities in this area.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

- establish and maintain an ethos where pupils feel secure. Pupils will be able to discuss problems knowing that they will be listened to and in anticipation of receiving help and assistance;
- ensure pupils know that there are adults in the school, including a team of school counsellors, who they can approach if they are worried or in difficulty;
- include in the school’s curriculum programme, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and to know to whom to turn for help.

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

- knows the name of the designated person(s) responsible for child protection and their role;
- knows that they have an individual responsibility for referring child protection concerns to the designated person responsible for child protection or directly to children’s social care services.

### Equal Opportunities and Diversity Policy

It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment in which:

- all members of the school community are treated with dignity and respect;
- diversity is valued;
- stereotypes are questioned;
- bias, bigotry and prejudice (behaviour which leads, for example, to racism and homophobia) are wholeheartedly rejected.

King’s Ely is proud of its Christian tradition and its close links with the Cathedral over many centuries; however, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths. Although the School is pleased to accept pupils with other religious faiths, all members of the school are expected to attend services, unless parents request otherwise. Religious Studies is a core subject and other religious faiths will be studied as part of the course of study. The ethos of the School has a firm foundation in Christian attitudes and values.

The school makes use of assemblies, PSHE, RE, Drama, English and other lessons to:

- promote tolerance of each other and respect for each other’s position within the school community;
- promote positive images and role models to avoid prejudice and raise awareness of related issues;
- foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures;
- understand why and how we will deal with offensive language and behaviour;
- understand why we will deal with any incidents promptly and in a
## Boarding Principles and Practice at King’s Ely

The boarding community at King’s Ely is a varied and diverse one. There are significant numbers of UK and overseas boarders. Students have many different backgrounds and needs, and it is the stated aim at King’s Ely to be able to treat all boarders as individuals and provide an environment in which all may flourish. Boarding at King’s Ely is based on the following principles:

- The development of the whole person, physically, spiritually, intellectually, morally, socially and emotionally in an atmosphere of positive encouragement.
- Mutual respect and the right to be treated as an individual.
- The right of the individual to not suffer any form of abuse.
- An equality of opportunities.
- The right to privacy.
- Supportive links with parents and guardians.

## Behaviour Policy

King’s Ely encourages pupils to adopt the highest standards of behaviour, principles and standards. We aim to promote trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on rewarding the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there are a range of sanctions available.

## Social Respect (Anti Bullying) Policy & Strategy

King’s Ely aims to promote the value of respecting others and their differences by maintaining a culture in which all in the school community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected.

We aim to establish an ethos of respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, social, religious and ethnic backgrounds, who have different learning styles and abilities. Each and every pupil has the right to be safe and happy in school and to be protected if he or she is feeling vulnerable.

King’s Ely does not tolerate bullying, harassment, victimisation or discrimination of any kind; respect for others is expected at all times.

Some bullying behaviour by pupils is linked to deeper issues. Understanding the emotional health and well-being of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed.

Bullying related to race, religion or culture includes racist or faith-based bullying. Political and social issues can also be a factor in bullying and harassment.

Bullying can only be stopped through a combination of prevention and
response. At King’s Ely we take measures and develop appropriate strategies to prevent bullying and to deal effectively with bullying should it arise, in order that pupils feel safe and do not identify bullying as a problem in the School. For example:

- We offer guidance on the safe use of social networking sites and we expect all students to adhere to the policy for E-Safety. We have also produced and circulated two E-Safety Guides: one aimed at pupils and the other for parents and guardians. Certain sites are blocked by our filtering system and our IT Department can monitor pupils’ use and the school may impose sanctions for the misuse, or attempted misuse of the internet;
- We place restrictions upon the use of mobile phones and other electronic devices during the school day;
- In boarding houses, Staff are always on duty at times when pupils are not in class. There are strong teams of tutors supporting the HsMs and the Matrons. We encourage close contact between the HsMs and parents/guardians and would always make contact if we were worried about a student’s well-being. Details of where pupils can seek help, such as confidential helplines and websites connecting to external specialists, are displayed in all houses and pupils have access to telephones enabling them to call for support in private.

For information - Issues covered in PSHE Programmes

Reception, Year 1 and Year 2

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

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

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

Foundation:

- Beginning and Belonging
- Family and Friends (including anti-bullying)
- My Emotions
- Identities and Diversity
- Me and My World
- My Body and Growing Up
- Keeping Safe (including Drug Education)
Year 1:

- Beginning and Belonging
- Diversity and Communities
- Sex and Relationships Education
- Safety Contexts
- Managing Risk
- My Emotions
- Working Together

Year 2:

- Rights, Rules and Responsibilities
- Anti-bullying
- Family and Friends
- Financial Capability
- Sex and Relationship Education
- Drug Education
- Personal Safety
- Managing Change

From Yr 3 to yr 8

Celebrating Variety
Prejudice
Identity
Who is in our Community?
How we value each other
What can cause problems in communities
Communities and identities
Racism
+ bullying with all years which will include respecting others
RS dept research different cultural beliefs

In Year 9

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

RS covers stereotypes, prejudice and discrimination (with specific topics including responses to racism, nonviolent protest and scapegoating) and the holocaust (with specific topics including anti-Semitism and responses to the holocaust both during it and afterwards)
In Year 10

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

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

In Year 11

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

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

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

Early Years Foundation Stage (EYFS)

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

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

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

Democracy

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

- Encouraging children to know their views count and their opinions are important e.g. Following the children’s interests for topics and activities.
- Encouraging children to make decisions together e.g. When using a group toy such as a train set.
- Encouraging children to see their role in the bigger picture – as part of a family, class, group, school, community etc.
- Encouraging children to value each other’s views and beliefs and to talk about their feelings. For example when they need help, likes and dislikes, how to organise an activity.
- Providing opportunities for children to vote for choices by a show of hands e.g. Which activity to do, which book to read at storytime.
Encouraging children to complete activities that involve turn taking, sharing, discussion and collaboration, e.g. board games, making models and role play.

Teaching strategies for turn taking, such as the use of a timer.

Using group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others.

Work together to create an environment where it is ‘safe’ to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, trying an activity again, tolerating different views.

Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Asking the children what they like and dislike, and what they would like to see more of less of.

The Rule of Law
As part of the focus on managing feelings and behaviour:

Encouraging children to work together to establish rules

Discussing the need for rules to keep everyone safe and happy (Golden Rules, Carpet Rules)

Ensuring that all children understand that rules apply to everyone.

Teaching children to understand their own and other’s behaviour and feelings, and the consequences.

Encouraging and supporting children to learn how to distinguish right from wrong.

Encouraging children to take turns, share and compromise.

Teaching children to listen to each other and wait before speaking, how to have a conversation

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

Encouraging children to develop a positive sense of themselves.

Providing opportunities for children to develop their self-esteem and confidence in their own abilities e.g. promoting independence, celebrating achievements (cups in Reception, merit certificates, stickers, Wow moments)

Providing opportunities to take on managed risks, challenges and responsibilities.

Encouraging children to explore and discuss their feelings, thoughts and ideas.

Encouraging children to try a range of different activities and opportunities, and to discuss and select their own preferences, following and developing their own interests and ideas.

Encouraging children to ask questions and trust that their opinions and ideas will be valued and respected.

Providing activities for all children to engage in, actively challenging gender stereotypes.

Encouraging children to reflect on their similarities and differences, and appreciate and respect differences.

Encouraging children to understand that we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.
In group times we talk about our feelings and plan activities to help children name and recognise them.

We include planned activities to allow children to develop self knowledge eg All About Me where they can explore how we look, similarities and differences.

We teach the children about compromise – that some of us believe one thing, some of us believe something totally different, but we can all play together in the same group setting and respect each other.

**Mutual Respect and Tolerance of Different Faiths and Beliefs**

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

- Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for children to make links with the wider community e.g. outings to local places, inviting speakers in to school, raising money for charity
- Celebrate and learn about British cultural events such as the Queen’s 90th birthday.
- Encouraging children to learn about other faiths, cultures, traditions, communities, families and ways of life. E.g. learning about different festivals, different occupations, other countries, other languages.
- Encouraging children to share their experiences with the group, and allowing them to recognise differences and similarities.
- Encouraging children to learn about the world around them e.g. the local community, the world, cultural days, national celebrations.
- Encouraging and explaining the importance of tolerant behaviours such as sharing and respecting other’s opinions.
- Promoting diverse attitudes and challenging stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotypes.
- Provide resources which reflect the diversity in the world.
- We teach children about the world around them and use the seasons, weather, food, music, and special days to plan meaningful learning experiences.
- We teach children to be part of their local community and we visit the Library, shops and local attractions.
- We plan to celebrate festivals and mark special days from the world around us.
- We invite parents to volunteer and tell us about Family celebrations, Festivals, Birthdays, Weddings, New Babies, Christenings.

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

Statutory guidance on the duty is available at:  
APPENDIX TEN: CHILD PROTECTION ROLE SPECIFICATIONS

King’s Ely
Designated Safeguarding Lead (DSL)
(Including the Prevent Duty since September 2015)

From January 2016

Person Specification and Job Description

Person Specification

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

Job Description for the DSL for King’s Ely

Responsible to

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

Responsible for

- Leading the development of systems designed to fulfil the school’s duty with regard to safeguarding and child protection in conjunction with DSOs and the Compliance Officer
- Liaising with colleagues, parents, students, Cambridgeshire County Council, LADO and local/national agencies to safeguard students at King’s Ely
- To maintain an awareness of national and local procedures/statutory requirements for Designated Safeguarding Officers (DSO) working at King’s Ely and to 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
- The maintenance of Child Protection records in each section of the school, ensuring consistency and adherence to statutory policy guidance

Training and monitoring
King’s Ely Safeguarding Policy

- 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 administered by the Compliance Officer
- 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 Community Welfare Advisor, regular Child Protection meetings which will include the school’s Medical Officer, The Principal and a DSO from each section of King’s Ely
- To organise a minutely meeting, at least half termly, with the Governor with responsibility for Child Protection and a second DSO
- To liaise with the Community Welfare Advisor regarding children with needs and children at risk, initiating individual welfare plans when appropriate
- To maintain and update a Child Protection Register with DSOs and the Community Welfare Advisor on Firefly
- To establish and maintain the record keeping protocols for DSOs at the school
- To write a termly Briefing paper 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

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.

Richard Whymark 6th January 2016
King’s Ely
Designated Safeguarding Officer (DSO)
(Including the Prevent Duty since September 2015)

From January 2016

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 KEA or KEJ Sections or the Pastoral Vice-Principal in KES
• 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, Community Welfare Officer and the Compliance Officer
• Liaising with colleagues, parents, students, Cambridgeshire County Council, LADO and local/national agencies to safeguard students at King’s Ely
• To maintain an awareness of national and local procedures/statutory requirements for Designated Safeguarding Officers (DSO) working at King’s Ely and to regularly lead training for paid or unpaid colleagues and Governors as necessary
• Liaison with the HR Department and SLT to ensure that safer employment procedures are followed
• The maintenance of Child Protection records in each section of the school, ensuring consistency and adherence to statutory policy guidance

Training and monitoring

• To offer regular training sessions to paid or unpaid workers and members of the Governing Body at King’s Ely as arranged by the HR Department or the DSL
• To contribute to the Child Protection files and records maintained within each section of the school
King’s Ely Safeguarding Policy

- 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 Principal and a DSO from each section of King’s Ely
- To liaise with the Community Welfare Advisor 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 Community Welfare Advisor
- 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.

Richard Whymark 6th January 2016
King’s Ely Governor with responsibility for Child Protection  
(Including the Prevent Duty since September 2015)  From January 2016

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 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 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 on behalf of the Governing Body
- 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 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: half termly meetings with the DSL 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 CWA as to the composition of their safeguarding files without reading confidential notes
  - Audit and track the spread of files between the DSOs within the school
King’s Ely Safeguarding Policy

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

January 2016 (updated January 2017)