new wave federation

Safeguarding Policy

2025 - 2026

Kindness

Focus

Creativity

Responsibility

Collaboration

Woodberry Down Primary School:
Safeguarding Children is Everyone's Responsibility

Named Personnel with Designated Responsibility for Safeguarding

Designated Safeguarding Lead	*Derek Hewie* *dhewie@newwavefederation.co.uk*
Deputy Designated Safeguarding Lead	*Sophie Graham* *sgraham@newwavefederation.co.uk*
Deputy Designated Safeguarding Lead	*Shayne Davids* *sdavids@newwavefederation.co.uk*
Nominated Safeguarding Governor	*Greg Davies* *gdavies@newwavefederation.co.uk*

Named Personnel with Designated Responsibility Regarding Allegations Against Staff

Designated Safeguarding Lead	*Nicole Reid* *nreid@newwavefederation.co.uk*
Deputy Designated Safeguarding Lead	*Derek Hewie* *dhewie@newwavefederation.co.uk*
Nominated Safeguarding Governor	*Chris Howard* *choward@newwavefederation.co.uk*

Named Personnel with Designated Responsibility Regarding Extremism and Radicalisation

Designated person with responsibility regarding extremism and radicalisation. Known as the Single Point of Contact (SPOC)	*Derek Hewie* *dhewie@newwavefederation.co.uk*

Named Personnel with Designated Responsibility for ensuring Filtering & Monitoring Standards are met

Designated person with responsibility regarding filtering and monitoring standards	*Derek Hewie* *dhewie@newwavefederation.co.uk*
Designated governor with responsibility regarding filtering and monitoring standards	*Greg Davies* *gdavies@newwavefederation.co.uk*

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At our school, we are committed to creating and maintaining a safe and secure environment for children, staff, volunteers and visitors. We promote a climate of vigilance where children and adults will feel confident about sharing any concerns they may have about their own safety or the well-being of others.

Key Guidance Documents

In our school, we will fulfil local and national responsibilities as laid out in the following documents:

Legislation:

- *Childcare Act 2006*
- *Childcare (Disqualification) Regulations 2009 (and 2018 amendment)*
- *Children Act (2004)*
- *Education Act 2002 s175*
- *Rehabilitation of Offenders Act 1974*
- *Safeguarding Vulnerable Groups Act 2006*
- *School Staffing (England) Regulations 2009*
- *Voyeurism (Offences) Act 2019*

Policies and Procedures:

- *Hackney Education Safeguarding and Child Protection Handbook*
- *Keeping Children safe in Education (DfE September 2025)*
- *London Child Protection Procedures*
- *The Procedures of City and Hackney Safeguarding Children Partnership*

Guidance:

- *Children Missing from Education (DfE September 2025)*
- *Educate against Hate*
- *Generative AI Guidelines (2025)*
- *Information Sharing (DfE 2024)*
- *Meeting Digital and Technology Standards in Schools and Colleges (March 2025)*
- *Multi-agency Guidance on Female Genital Mutilation (2020)*
- *NSPCC Guidance - Support for children who are disabled(2022)*
- *NSPCC Guidance - Support for children who are deaf (2024)*
- *Teaching Online Safety in School (2023)*
- *Teaching about Relationships, Sex and Health (2025)*
- *The Prevent Duty (March 2024)*
- *Working Together to Safeguard Children (June 2025)*
- *Working together to Improve School Attendance (2025)*

The procedures for safeguarding children are in line with Local Safeguarding Partners, in Hackney this is the City and Hackney Safeguarding Children Partnership. The policy also recognises and implements guidance from The Hackney Child Wellbeing Framework.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Definitions

Safeguarding *and promoting the welfare of children, which refers to anyone under the age of 18, means:*

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

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

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

Children *include everyone under the age of 18.*

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

- *The local authority (LA);*
- *An Integrated Care Board for an area within the LA;*
- *The chief officer of police for a police area in the LA area.*

In Hackney the ***City and Hackney Safeguarding Children Partnership*** *oversees this partnership.*

Introduction

Everyone at Woodberry Down Primary School who comes into contact with children has an important role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as they are in a position to identify concerns early and provide help for children. It is important that all staff (including those who do not work directly with children) recognise the important role they play in protecting children. We recognise the vital contribution our school can make in safeguarding children from harm and we carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties. Our school will work with Children and Family Service, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

The four main elements to this policy are:

- ***prevention** through the curriculum and pastoral support offered to children and their families;*
- *the school's child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;*
- ***support** for children who may have suffered significant harm, and their families;*
- ***staff recruitment, management and support systems** which protect children.*

This policy applies to all adults, including volunteers, working in or on behalf of the school.

This school recognises the need to consider children who:

- *have special educational needs (SEN) or disabilities*
- *are young carers*
- *may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality*
- *have English as an additional language*
- *Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence*
- *are at risk of FGM, sexual exploitation, forced marriage, or radicalisation*
- *are asylum seekers*
- *are at risk due to either their own or a family member's mental or physical health needs*
- *are looked after or previously looked after*
- *are receiving support from Children's Social Care.*

Pupils with special educational needs and disabilities

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

- *Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration*
- *Pupils being more prone to peer group isolation than other pupils*
- *The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs*
- *Communication barriers and difficulties in overcoming these barriers*

Within the scope of this policy, we also recognise that:

- *Some children may be especially vulnerable to abuse*
- *Children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging*
- *Children can be both victims and perpetrators of abuse*
- *Children who harm others may have been abused themselves*
- *Allegations can be made against staff, however careful and safe our recruitment practices.*

Safer Recruitment and Selection

The school pays full regard to the statutory guidance for schools and colleges in ***Keeping Children Safe in Education (2025).*** *We ensure that all appropriate measures are applied in relation to everyone who works in our school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).*

See Appendix 1 *– Flowchart of Disclosure and Barring Service criminal record checks and barred list checks*

In line with statutory changes, underpinned by regulations, the following will apply:

- *DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;*
- *Our school are committed to keeping an up to date single central record detailing a range of checks carried out on our staff with monthly audits from the Headteacher.*
- *At least one member of staff on all interview panels will have Safer Recruitment Training*
- *All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;*
- *Our school will ensure that supply staff have undergone the necessary checks and will be made aware of this policy;*
- *Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA);*
- *The Check a Teacher Record and Individuals prohibited from managing or governing schools checking services are used as appropriate;*
- *Staff responsible for recruiting and appointing must be suitably qualified* ***and it is best practice to*** *have successfully completed the on-line Safer Recruitment training or other appropriate Safe Recruitment training.*

Disqualification under The Childcare Act (2006) and The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)

Any members of staff (including volunteers) who fall under the scope of the criteria for disqualification have a legal obligation to inform the school, through self-declaration, of relevant information under the scope of disqualification criteria.

This includes, but is not limited to:

- *Staff who work with pupils in the EYFS;*
- *Staff who provide childcare for pupils aged eight and under;*
- *Staff who provide childcare, including in a managerial or supervisory role, for example in Breakfast Club and After School Club;*
- *Members of the school's Senior Leadership Team.*

Staff must inform school, through self-declaration, if they fall under the scope of these regulations or are concerned that they might. They must also inform the school if their circumstances change in relation to this guidance. Staff must also be aware that relationships and associations they have outside of school may have an implication for the safeguarding of children. Where this is the case, staff must speak to the Headteacher.

Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:

- *provide relevant childcare provision*
- *be directly concerned in the management of such provision*

Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the relevant offences and orders section of this guide, unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake. Further information can be found in Appendix 7 and in the appendices of The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006

Safe Practice

Our school will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- *are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;*
- *work in an open and transparent way;*
- *work with other colleagues where possible in situations that could be open to question*
- *discuss and/or take advice from school management over any incident which may give rise for concern;*
- *record any incidents or decisions made;*
- *apply the same professional standards regardless of diversity issues;*
- *be aware of information-sharing and confidentiality policies;*
- *are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.*

Information about Safeguarding for Pupils

Through personal, social, health and economic (PSHE) education lessons, other curriculum opportunities and partnerships with other professionals, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner. This may include covering relevant issues for schools through Relationships Education.

All pupils know there is designated safeguarding lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

Partnership with Parents

Our school share a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London

Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on request or downloadable from the policies section of the school website.

Partnerships with Others

Our school recognise that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's designated safeguarding lead and governor with designated responsibility for safeguarding will undertake child protection training for designated safeguarding leads and refresher training annually. The designated safeguarding lead will also undertake Prevent training.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly (at least annually).

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with our safeguarding policy and informed of the school's safeguarding arrangements on induction. All governors are also expected to complete safeguarding and child protection training.

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc.

Other policies, which have relevance to Safeguarding, include, but are not limited to:

- *Behaviour Policy*
- *Code of Conduct for Schools*
- *Whistleblowing Policy*
- *EYFS Policy*
- *School Complaints Policy*
- *Health and Safety Policy*
- *Drugs Education Policy*
- *Data Protection Policy*
- *Attendance Policy*
- *Online Safety Policy*
- *Remote Learning Policy*
- *SEND and Inclusion Policy including First Aid and Medical Needs*
- *Curriculum Policies including RSHE and Health*
- *Privacy notices and Data Protection Policies*
- *Covid Risk Assessment and Safeguarding Addendums/Policies*
- *Supporting Pupils with Medical Conditions Policy*

Photography and Images
The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.
To protect pupils we will:

- *seek their consent for photographs to be taken or published (for e.g. on our websites or in newspapers or publications)*
- *seek parental consent*
- *use only the pupil's first name with an image*
- *ensure pupils are appropriately dressed*
- *encourage pupils and parents/carers to tell us if they are worried about any photographs that are taken of them.*

Teaching safeguarding
At our school, we ensure that children are taught about how to keep themselves and others safe, including online. Effective education is tailored to the specific needs and vulnerabilities of individual children, including those who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

Relevant topics are included within Relationships Education and Health Education for all pupils. In teaching these subjects, our school has regard to the statutory guidance which has been revised for introduction September 2026.

Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, homophobia, biphobia and sexual violence/harassment. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the wider curriculum. This programme is fully inclusive and developed to be age and stage appropriate, especially when considering the needs of children with SEND, disabilities and other vulnerabilities. It tackles, at an age-appropriate stage, issues such as:

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

Confidentiality

The school will operate with regard to Information sharing advice for safeguarding practitioners (DfE 2018) and have a clear and explicit confidentiality policy. Confidentiality is also part of our staff Code of Conduct.

We recognise that:

- *Timely information sharing is essential to effective safeguarding*
- *Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children*
- *The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe*
- *If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk*
- *Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests*
- *The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information*
- *If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).*

Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with DfE guidance and GDPR Regulations, which are known to all staff and ensures relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- *names and contact details of persons with whom the child normally lives*
- *names and contact details of all persons with parental responsibility (if different from above)*
- *a minimum of three emergency contact details*
- *details of any persons authorised to collect the child from school (if different from above)*
- *any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)*
- *if the child is or has been subject to a child protection or care plan*
- *name and contact details of G.P.*
- *any other factors which may impact on the safety and welfare of the child.*

The school will collate, store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file which may be physically or digitally stored, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and the designated safeguarding lead. When a child leaves the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

Roles and Responsibilities

Our Governing Body will ensure that:

- *the school has a Safeguarding Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request*
- *the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children*
- *the school follows the London Child Protection procedures for dealing with allegations of abuse against staff, including supply staff and volunteers*
- *to ensure that any allegations against staff are addressed as set out in KCSiE the school's safeguarding actions are in line with the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and that all data is held safe and secure.*
- *a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy) and that the DSL will be given the time, funding, training, resources necessary to fulfil their role (the full responsibilities of the DSL are set out in their job description)*
- *they have a named governor lead for safeguarding*
- *staff undertake appropriate safeguarding/child protection training, at regular intervals;*
- *they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements*
- *a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher*
- *they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged*
- *they are aware of their responsibilities and obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.*

Our Headteacher will ensure that:

- *the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff*
- *ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction*
- *communicating this policy to parents when their child joins the school and via the school website, including a focus on measures taken to protect children from online harm*
- *sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings*
- *all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed* **Whistleblowing Policy (Appendix 3)**
- *all pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online. Children have the opportunity, throughout the curriculum, to recognise when they are at risk and how to get help when they need it*
- *they have completed the on-line Safer Recruitment training*
- *the procedure for managing allegations against staff is known to staff and displayed in staff rooms*
- *operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO)*
- *that anyone who has harmed or may pose a risk to a child is referred to the DBS*

- *a deputy senior manager is appointed to deal with allegations against staff in the absence of the head teacher*
- *the correct staffing ratios for EYFS are maintained*
- *the school leaders have systems in place to safeguarding children online, including regularly review the effectiveness of school filters and monitoring systems*
- *all staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues*
- *they understand that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures*
- *if prudent as part of the recruitment process, they will carry out an online search as part of their due diligence for shortlisted candidates to assess their suitability to work with children. No judgement will be made based on any protected characteristics that may be revealed during this sort of search.*

Role of the Designated Safeguarding Lead:
Referrals

- *refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals*
- *act as a source of support, advice and expertise within the educational establishment and have access to the online London Child Protection Procedures*
- *liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role*
- *refer cases to the Channel programme and support any staff who may have made such referrals*
- *refer cases to the Disclosure and Barring Service where a person has left or been dismissed due to risk of or harm to a child*
- *refer cases to the Police as may be needed*
- *staff recognise that children who have experienced multiple suspensions and are at risk of being permanently excluded might benefit from an early help referral.*
- *keep detailed, accurate and secure written records of all concerns, as outlined in Annex C in KCSiE.*

Training

- *recognise how to identify signs of abuse and know when it is appropriate to make a referral*
- *have knowledge of the Early Help Assessment process, the escalation policy, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these*
- *ensure that all staff have access to and understand the school's safeguarding policy*
- *ensure that all staff have induction training*
- *to understand that wider environmental factors may have an impact on a child's safety and welfare (Contextual Safeguarding) and the role of Children's Social Care in Contextual Safeguarding*
- *understand the importance of Information Sharing including relevant data protection legislation and regulations*
- *understand the requirements of the Prevent duty and provide staff with necessary guidance under the regulations*
- *understand the importance of online safety and have knowledge and capabilities to keep children safe online whilst at school*
- *obtain access to resources and attend any relevant or refresher training courses annually.*

Raising Awareness

- *help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing or have experienced with teachers and other staff as relevant*
- *ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this*
- *ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later*
- *to ensure that all staff understand that wider environmental factors may have an impact on a child's safety and welfare (Contextual Safeguarding)*
- *when a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file, as well as ensure the pupil's social worker is informed.*

Further responsibilities of the DSL and Deputy are set out in DSL Job Descriptions

All staff and volunteers will:

Fully comply with the school's policies and procedures including: Keeping Children Safe In Education (at least Part 1 and Annex A), Code of Conduct, Safeguarding and Child Protection Policy, School's Behaviour Policy and the School's guidance on Children Missing Education.

- *attend appropriate safeguarding training and child protection training (including online safety) at least annually;*
- *receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, ebulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively*
- *the signs of different types of abuse, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation*
- *know what to do if a child makes a disclosure of being abused or neglected. This includes being able to reassure all children in a respectful and sensitive manner while understanding they should never promise a child that they will not tell anyone else about a report of abuse. A child should never be made to feel ashamed or that they are making problems for making a disclosure*
- *know the identity of the designated safeguarding lead (DSL) and the Deputy DLS and understand their role, including how to contact them out of school hours;*
- *inform the designated safeguarding lead immediately of any concerns, following up in writing as soon as possible*
- *understand and apply the school's behaviour policy, and the safeguarding response to children who go missing from education*
- *understand that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse*
- *understand Early Help Assessment and their role in it, including identifying emerging problems and liaising with the DSL, and, where appropriate, sharing information with other professionals*
- *know the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play*
- *know that they are able to make a referral to Social Care themselves, in an emergency situation, but that the designated safeguarding lead must be informed as soon as is reasonably possible*
- *understand what to do if they identify a safeguarding concern or a child makes a disclosure, including having an awareness of specific issues such as FGM*
- *maintain an appropriate level of confidentiality while liaising with relevant professionals.*

Identifying children who may be at risk of significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Knowing what to look for is vital to the early identification of abuse and neglect. ***All*** *staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).*

As in the Children Acts 1989 and 2004, a ***child*** *is anyone who has not yet reached his/her 18th birthday.*

- ***Harm*** *means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others;* ***Development*** *means physical, intellectual, emotional, social or behavioural development;* ***Health*** *includes physical and mental health;* ***Ill-treatment*** *includes sexual abuse and other forms of ill-treatment which are not physical.*
- ***Abuse and Neglect*** *are forms of maltreatment. 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 a stranger. They may be abused by an adult or adults, another child, children or young people. Children are victims of abuse when they are witnesses of domestic abuse, including where they see, hear or experience its effects* ***There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.***
- ***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 or child-on-child abuse.*
- ***Emotional Abuse*** *is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.*
    - ***Sexual Abuse*** *involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.*
    - ***Neglect*** *is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may*

occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- *provide adequate food and clothing, 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 carers)*
- *ensure access to appropriate medical care or treatment.*
- *it may also include neglect of, or unresponsiveness to a child's basic emotional needs.*

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

All staff should be aware that risks to children can be associated with factors outside the school and/or can occur between children. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

It is ***not*** *the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded in writing and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.*

Staff must immediately report, in writing:

- *any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play*
- *any explanation given which appears inconsistent or suspicious*
- *any behaviours which give rise to suspicions that a child may have suffered harm*
- *any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment*
- *any concerns that a child is presenting signs or symptoms of abuse or neglect*
- *any significant changes in a child's presentation, including non-attendance*
- *any hint or disclosure of abuse about or by a child / young person*
- *any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)*
- *information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).*

Any verbal conversations must be followed up in writing, as soon as possible, using either the CPOMS system or a Sharing a Concern form (See Appendix 4). 'Sharing Concern' forms must be handed to the designated safeguarding lead (or deputy) in person. If the designated safeguarding lead is unavailable, they must be notified of the concern via email immediately.

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and will complete and submit a ***Sharing Concern Form (Appendix 4).***

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- *listen to and take seriously any disclosure or information that a child may be at risk of harm*
- *make a factual written record of what the child has said using the Sharing Concern Form or via CPOMS*
- *try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?''*
- *not show signs of shock, horror or surprise*
- *not express feelings or judgements regarding any person alleged to have harmed the child*
- *explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead*
- *reassure and support the person as far as possible*
- *explain that only those who 'need to know' will be told*
- *explain what will happen next and that the person will be involved as appropriate.*

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence) (Appendix 5)

Following any information raising concern, the designated safeguarding lead will:

- *consider the child's wishes and feelings, but not promise confidentiality*
- *consider any urgent medical needs of the child*
- *make an immediate referral to Hackney Social Services Children's Referral and Advice Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being*
- *consult with a member of Hackney Social Services Children's Referral and Advice Team if they are uncertain whether or not a referral is required.*

In consultation with Hackney Social Services Children's Referral and Advice Team decide:

- *wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk*
- *whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately*
- *contact the designated officer for safeguarding in another agency if that agency is working with the family*

OR

- *not to make a referral at this stage, but retain the information in written notes on the child's school file*
- *if further monitoring is necessary and agree who and how this will be undertaken*
- *if it would be appropriate to undertake an assessment (e.g. Early Help Assessment) and/or make a referral for other services.*

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Hackney need to be completed using the Multi-agency Referral of a Child in Need form.

Action Following a Child Protection Referral

The designated safeguarding lead or other appropriate member of staff will:

- *maintain contact with the allocated Social Worker*
- *contribute to the Strategy Discussion and Strategy Meeting*
- *provide a report for, attend and contribute to any Initial and Review Child Protection Conference*
- *share the content of this report with the parent, prior to the meeting*
- *attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan*
- *where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care*

Dealing with Disagreement and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The CHSCP Escalation Policy defines the process for resolving such professional differences and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- levels of need
- roles and responsibilities
- the need for action
- progressing plans and communication

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- the safety of children and young people is the paramount consideration in any professional activity;
- resolution should be sought within the shortest time scale possible to ensure the child is protected;
- as a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- disagreements should be resolved at the earliest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- contact the line manager in Children and Families Service (MASH) if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- contact the line manager in Children and Families Service if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- use the CHSCP Escalation Policy if this does not resolve the concern.

The designated safeguarding lead or other appropriate member of staff will:

- *contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing*
- *contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing*

Supporting the Child and Working in Partnership with Parents

- *we will provide a secure, caring, supportive and protective relationship for the child*
- *our school recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents*
- *whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child*
- *children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why*
- *we will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff*

"need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

- *the DSL and DDSL will adhere to PACE Code C (2019) with particular sensitivity regarding the requirement for children to be supported by an Appropriate Adult during any police investigation*

Allegations regarding person(s) working in or on behalf of the school (including supply staff and volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

a. *behaved in a way that has harmed a child or may have harmed a child;*
b. *possibly committed a criminal offence against or related to a child; or*
c. *behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges)*
d. *behaved or may have behaved in a way that indicates they may not be suitable to work with children (also known as transferable risk)*

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in Local Authority guidance. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

All concerns about members of staff should be shared confidentially with the appropriate individuals (depending on whom the allegation is regarding) and that adult (usually the headteacher) makes the decision on how to respond. Allegations or concerns which are shared about supply staff and contractors will be notified to their employers; and the school will consult with the LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Initial Action by person receiving or identifying an allegation or concern

- *Treat the matter seriously and keep an open mind*
- *Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this*
- *Immediately report the matter to the DSL or deputy in their absence or where the DSL is the subject of the allegation*

***Initial Action by the Designated Safeguarding Lead** (The DSL will normally be the Headteacher). If the DSL is the subject of the allegation, then the Chair of Governors will take the following action.*

- *Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses.*
- *Contact the LADO within 1 working day.*
- *Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff.*
- *Inform the Chair of Governors of the allegation.*
- *In the instances of allegations made against supply staff, the school will take the lead on the reporting and managing of the allegation especially liaising with the LADO as necessary and ensuring the supply agency is kept informed.*

Subsequent Action by the Headteacher

- *Conduct a disciplinary investigation, if an allegation indicates the need for this.*
- *Contribute to the child protection process by attending professional strategy meetings*
- *Maintain contact with the LADO.*
- *Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file.*
- *Consider along with Human Resources and the LADO whether a referral to the DBS should be made.*

The guidance set out in The Information Commissioners Employment Practices Code supports the school to manage safeguarding records including for allegations against staff.

Specific Safeguarding Concerns

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All parents have access to the Anti-bullying Policy (within our Behaviour Policy) and for pupils the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

Filtering and Monitoring Standards

The school recognises that it should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. The school refers to Meeting Digital and Technology Standards in Schools and Colleges (2025) for guidance and support.

Filtering and monitoring systems are used to keep pupils safe when using the school's IT system. Filtering systems block access to harmful sites and content. Monitoring systems identify when a user accesses or searches for certain types of harmful content on school and college devices.

The school has identified clear roles, responsibilities and strategies for delivering and maintaining effective filtering and monitoring systems. The designated safeguarding lead has overall responsibility for ensuring the standards are met and the chair of the governing board is the allocated governor with responsibility.

The senior leadership team are responsible for:

- *procuring filtering and monitoring systems;*
- *documenting decisions on what is blocked or allowed and why;*
- *overseeing in school internet activity reports and analysing any patterns*
- *the filtering and monitoring system the school uses;*
- *the need to document what is blocked or allowed, and why;*
- *the importance of reviewing the effectiveness of the school's provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded;*
- *that staff must be trained appropriately and understand their role including how to escalate concerns when they identify them;*

They are also responsible for making sure that all staff:

- *understand their role;*
- *are appropriately trained ;*
- *follow policies, processes and procedures;*
- *act on reports and concerns.*

All staff are trained so that they are aware of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Staff know how to report safeguarding and technical concerns, such as if:

- *they witness or suspect unsuitable material has been accessed;*
- *they are able to access unsuitable material ;*
- *they are teaching topics that could create unusual activity on the filtering logs;*
- *there is failure in the software or abuse of the system;*

- *they notice abbreviations or misspellings that allow access to restricted material;*
- *record and report safeguarding concerns to the DSL.*

Online Safety

Our school recognises that its pupils will use mobile phones and computers. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. We also recognise our responsibility to support parents, so they can in turn, support their children to make healthy choices when interacting with digital tools. This includes informing parents of the websites, digital resources and devices we will direct children to use when outside of the school.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** *being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.*
- **Contact***: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.*
- **Conduct***: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.*
- **Commerce:** *risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.*

All staff should know and adhere to the school's data protection, online safety and remote learning policies to ensure that technology is used in an appropriate and safe manner by all users.

Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Artificial intelligence

At our school, we ensure that any use of generative artificial intelligence (AI) is safe, appropriate, and fully aligned with the Department for Education's Keeping Children Safe in Education guidance from September 2025.

In line with the government's product safety expectations, we will only use AI tools that are subject to effective filtering and monitoring systems, prevent access to harmful or inappropriate content, maintain robust activity logs, and safeguard against misuse. We are committed to ensuring that all AI use is transparent, accountable, and compliant with data protection and intellectual property laws. Oversight of AI use sits with the Designated Safeguarding Lead and our IT team, with governors providing regular review and scrutiny to ensure that the safety and wellbeing of children remain central at all times.

Photography and Imagery

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

Children potentially at great risk of harm

The school recognises that some children may need a social worker because of safeguarding or welfare needs. These children's experiences of adversity or trauma may leave them vulnerable to further harm. The DSL should know all children in the school who have a social worker and use this information to support decisions regarding the child's welfare and safety as well as supporting their educational outcomes.

Attendance and Children Missing from School and Education

Children Missing Education - Guidance for Local authorities

At our school, we recognise that prolonged or repeated absence from education can be an important warning sign of safeguarding concerns, including neglect, exploitation, or county lines activity. Our response to persistent absence and children missing education is designed to identify emerging issues early and reduce risks for vulnerable pupils, including those with social workers, child protection plans, or looked after status, where absence may heighten existing safeguarding risks. We understand and follow all statutory guidance in relation to attendance and children missing education to ensure our procedures are robust and effective.

Our school follows the Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures and will refer all cases of concern to the Attendance Officer (AO) and Children's Social Care. Pupils' attendance is monitored weekly and any pupils who are regularly absent from education and/or have poor attendance will be highlighted to the Attendance Officer and may also be referred to Children's Social Care. On the first day of all absences, when information has not been received as to the reasons for a pupil's absence, the school will follow First Day Calling Procedures (Appendix 6). As part of the information held about a child, the school will ensure to record at least two emergency contacts for each child.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will inform the AO or Education Welfare Service (EWS), who will implement the 'Elective Home Education' procedure. Where a child has SEND, is vulnerable, and/or has a social worker, Hackney Education and the EWS, schools and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

School staff recognise unexplained or persistent absences from education may not be the fault of the child.

Female Genital Mutilation

In our school we recognise the need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Staff know that they have a ***mandatory***

duty *to report when they suspect that FGM will potentially take place or may have already taken place. Reports* ***MUST*** *be made to the Police.* ***Appendix 2 shows a flowchart of action****.*

Possible indicators of FGM could include:

- *'The girl may confide that she is to have a "special procedure' which will make her a woman or talk of a ceremony taking place for her or other siblings.*
- *there may be talk of vaccinations or talk of absence from school; girls are more at risk of FGM during school summer holidays*
- *there may be a long or unexplained absence;*
- *a girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent*
- *a mother or an older sibling had already undergone FGM*

Child Criminal Exploitation

As set out in the Serious Violence Strategy, published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity and can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. This may be (a) in exchange for something the victim needs or wants (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection), 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.

If CSE is suspected, staff know to record and report this to a Designated Safeguarding Lead, who will then follow referral procedures.

Possible indicators that a pupil is at risk or has been harmed by CSE include:

- *acquisition of money, clothes, mobile phones etc without plausible explanation;*
- *gang-association and/or isolation from peers/social networks;*
- *exclusion or unexplained absences from school, college or work;*
- *leaving home/care without explanation and persistently going missing or returning late;*
- *excessive receipt of texts/phone calls;*
- *returning home under the influence of drugs/alcohol;*
- *inappropriate sexualised behaviour for age/sexually transmitted infections;*
- *evidence of/suspicions of physical or sexual assault;*
- *relationships with controlling or significantly older individuals or groups;*
- *multiple callers (unknown adults or peers);*
- *frequenting areas known for sex work;*
- *concerning use of internet or other social media;*
- *increasing secretiveness around behaviours; and*
- *self-harm or significant changes in emotional well-being.*

Children who harm others and child-on-child abuse

Our school recognises that the harm caused to children by the abusive, exploitative and harmful behaviour of other children can be significant. Children who harm others should be held responsible for their behaviour and the school staff are alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm. Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children and Families Service of the victim(s) and perpetrator(s). The school will be mindful that these concerns may sit in contexts unknown to the school that involve extra-familial harms.

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *abuse in intimate personal relationships between peers;*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);*
- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);*

- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- *consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);*
- *upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

In the case of incidences of sexting, we refer to the guidance provided by the UK Council for Child Internet Safety as well as LCSB procedures: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

Any incident involving sexting (also known as 'youth produced sexual imagery'), must be reported to the DSL immediately.

Staff must ***not****:*

- view, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- delete the imagery or ask the pupil to delete it
- say or do anything to blame or shame any young people involved

In the case of allegations of abuse made against other children, the parents of all the children involved will normally be informed.

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

- *the DSL must be informed and the allegation recorded as with all other safeguarding concerns*
- *the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence*
- *the DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed*
- *the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate*

Any incidents of children harming other children will be recorded using either our school's 'Incident Form' which details support offered to both victim and perpetrators. This may include referrals to external agencies such as Young Hackney or CAMHs or may be in school support, in collaboration with parents, through the school's pastoral team.

In our school, we actively minimise the risk of child-on-child abuse by:

- *acting as role models of behaviour including in the way we interact with other members of staff and pupils*
- *challenging any form of derogatory or sexualised language or behaviour*
- *ensuring our curriculum helps to educate pupils in an age appropriate way, about appropriate relationships and consent*

- *ensuring pupils know they can talk to staff confidentially through our PSHE curriculum, school and class assemblies and mentor programme*
- *ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy*
- *being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching towards female pupils, and initiation violence with respect to boys*

Referrals
Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's social care of the victim(s) and perpetrator(s).

Our school will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

Contextual Safeguarding
Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
Therefore Children and Families Service practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.
If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service.

Domestic Abuse
The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.
All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.
As a school, if we are concerned about the life lived experience of children who are, or may be, living in a household where domestic violence and abuse are present, we will adhere to our safeguarding procedures and consult with Hackney MASH. To inform our decision making we will consult with the information provided by Hackney Council.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available via Hackney Education Safeguarding Team

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, those providers are expected to meet the guidance in Keeping Children Safe in Out of School Settings.

If the school receives allegations related to an incident that took place when an individual or organisation was using the school premises for the purposes of running activities for children, the school will follow its own safeguarding policies and procedures, including informing the Local Authority Designated Officer.

At our school, when pupils attend alternative provision or take part in off-site activities, including visits or residential stays, we ensure that effective safeguarding arrangements are in place. This includes obtaining written confirmation from providers that appropriate safeguarding checks have been carried out on staff, and that the provision is compliant with statutory requirements. We maintain accurate records of where children are based during school hours, including the address of any alternative or sub-contracted provision, and we review placements at least half-termly, supported by regular visits, to ensure pupils are safe, attending regularly, and that the provision continues to meet their needs. Where safeguarding concerns arise, placements will be reviewed immediately and, if necessary, ended unless or until concerns are fully addressed.

County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Private Fostering

Private fostering is an arrangement made between a parent and a carer who is not a close relative to look after and provide accommodation on a full-time basis to a child or young person under the age of 16 (under 18 if they have a disability) for a period of more than 28 days. Any suspected cases of private fostering must be reported to the school's DSL.

So-called Honour Based Abuse

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of 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 (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance here.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Indicators that children are at risk could include:

- *increased absence from school*
- *a change in friendships or relationships with older individuals or groups*
- *a significant decline in performance*
- *signs of self-harm or a significant change in wellbeing*
- *signs of assault or unexplained injuries.*
- *Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.*

Any concerns should be reported to the DSL.

Safeguarding Pupils who are Vulnerable to Extremism

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our British values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our behaviour policy, pastoral support and the structure of our R.E and RSHE curriculum reinforces the key tenets of British society.

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. Our school are clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that children should be protected form this type of harm or abuse.

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

The Department for Education also has a dedicated telephone helpline and email address, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil counter.extremism@education.gov.uk.

Risk Reduction

The Executive Headteacher, Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Response

Our school, like all others, are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism

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 SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationships or drug/alcohol issues.

Indicators of Radicalisation
Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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

Radicalisation *- is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*

Terrorism - *is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.*

There is no such thing as a "typical extremist." Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:
- *identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;*
- *personal crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;*
- *personal circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;*
- *unmet aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;*
- *experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;*
- *special educational meed – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.*

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
More critical risk factors could include:
- *being in contact with extremist recruiters;*
- *accessing violent extremist websites, especially those with a social networking element;*
- *possessing or accessing violent extremist literature;*
- *using extremist narratives and a global ideology to explain personal disadvantage;*
- *justifying the use of violence to solve societal issues;*
- *joining or seeking to join extremist organisations;*

- *significant changes to appearance and / or behaviour;*
- *experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.*

Preventing Violent Extremism

The SPOC is responsible for:

- *ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;*
- *maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;*
- *raising awareness about the role and responsibilities of the school's in relation to protecting students/pupils from radicalisation and involvement in terrorism;*
- *monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;*
- *raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;*
- *acting as the first point of contact within the school for case discussions relating to students/ pupils who may be at risk of radicalisation or involved in terrorism;*
- *considering the level of risk and there appropriate making a referral to Channel, the government's programme for identifying and supporting individuals at risk or the local authority's social care team*

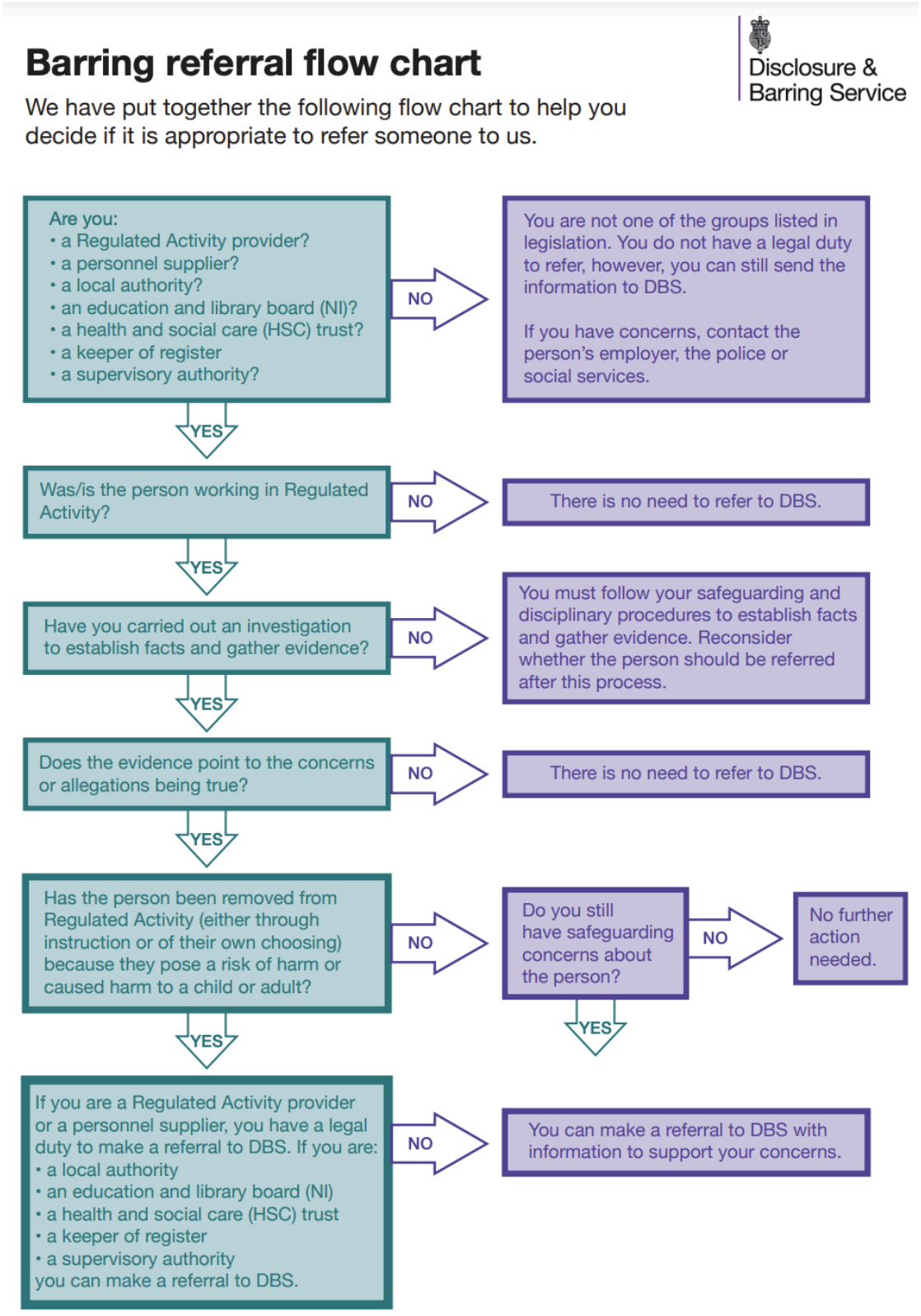
The Extra-Familial Risk Panel

Hackney Extra Familial Risk Panel (EFRP) coordinates safeguarding interventions in cases where a child, or a group of children are:

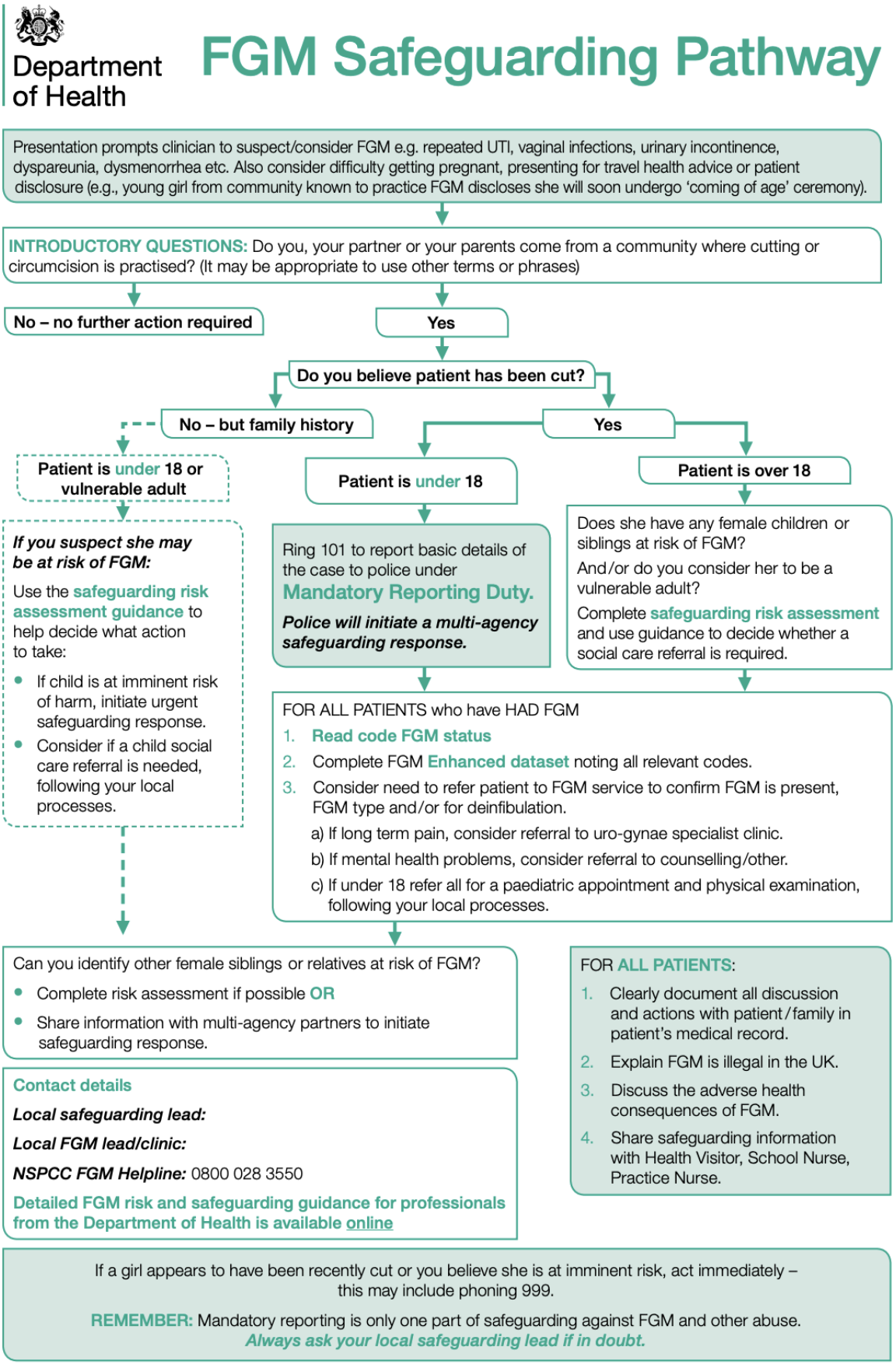
- At risk of, or already experiencing, harm caused by people outside their family and/or;
- At risk of, or already causing harm, to young people outside their family.

Our school will respond to issues of risk or harm outside the family home as child protection issues and consult with and/or refer to the Multi-Agency Safeguarding Hub (MASH) following the same procedures as for any form of harm or abuse.

Appendix 1 Flowchart of DBS Checks



Appendix 2 FGM Reporting Flowchart



Appendix 3 Whistleblowing Guidance

SAFEGUARDING CHILDREN: WHISTLE BLOWING

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.
You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Reasons for whistleblowing

- *Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.*
- *To prevent the problem worsening or widening.*
- *To protect or reduce risks to others.*
- *To prevent becoming implicated yourself.*

What stops people from whistleblowing

- *Fear of starting a chain of events which spirals out of control.*
- *Disrupting the work or project.*
- *Fear of getting it wrong.*
- *Fear of repercussions or damaging careers.*
- *Fear of not being believed.*

Don't think what if I'm wrong - think what if I'm right
NSPCC Whistleblowing Helpline is 0800 028 0285

How to raise a concern

- *You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.*
- *Try to pinpoint exactly what practice is concerning you and why.*
- *Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher.*
- *If your concern is about your Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact Hackney's Local Authority Designated Officer.*
- *Make sure you get a satisfactory response - don't let matters rest.*
- *Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.*

A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

[1]*Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.*

What happens next

- *You should be given information on the nature and progress of any enquiries.*
- *Your employer has a responsibility to protect you from harassment or victimisation.*

- *No action will be taken against you if the concern proves to be unfounded and was raised in good faith.*
- *Malicious allegations may be considered as a disciplinary offence.*

Self Reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further Advice and Support

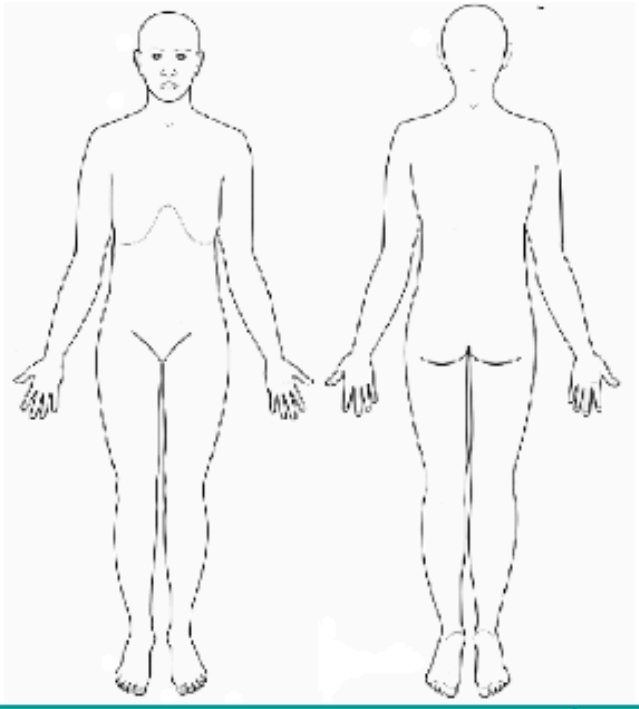
It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

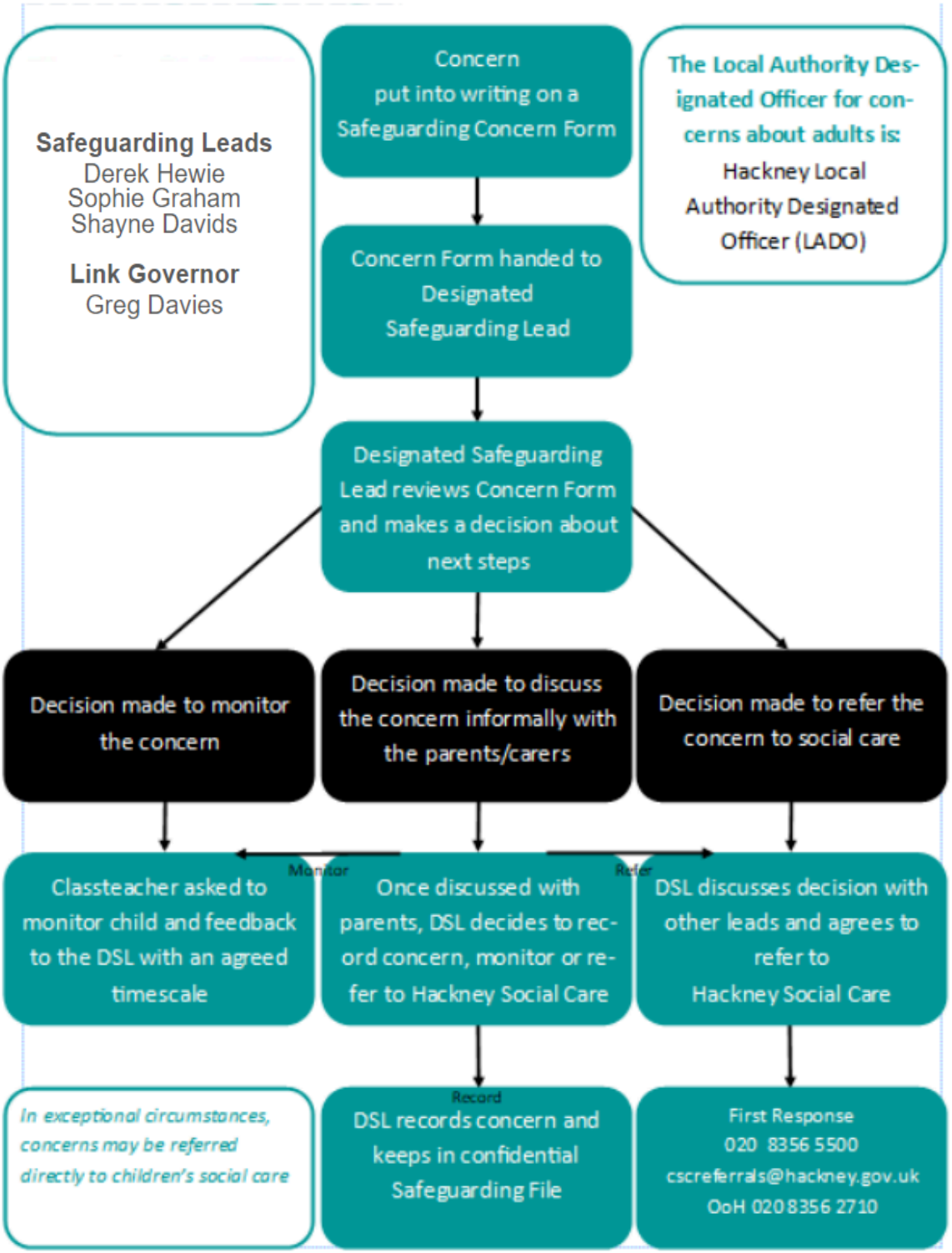
Don't think what if I'm wrong - think what if I'm right
NSPCC Whistleblowing Helpline is 0800 028 0285

Appendix 4 Sharing a Concern Form

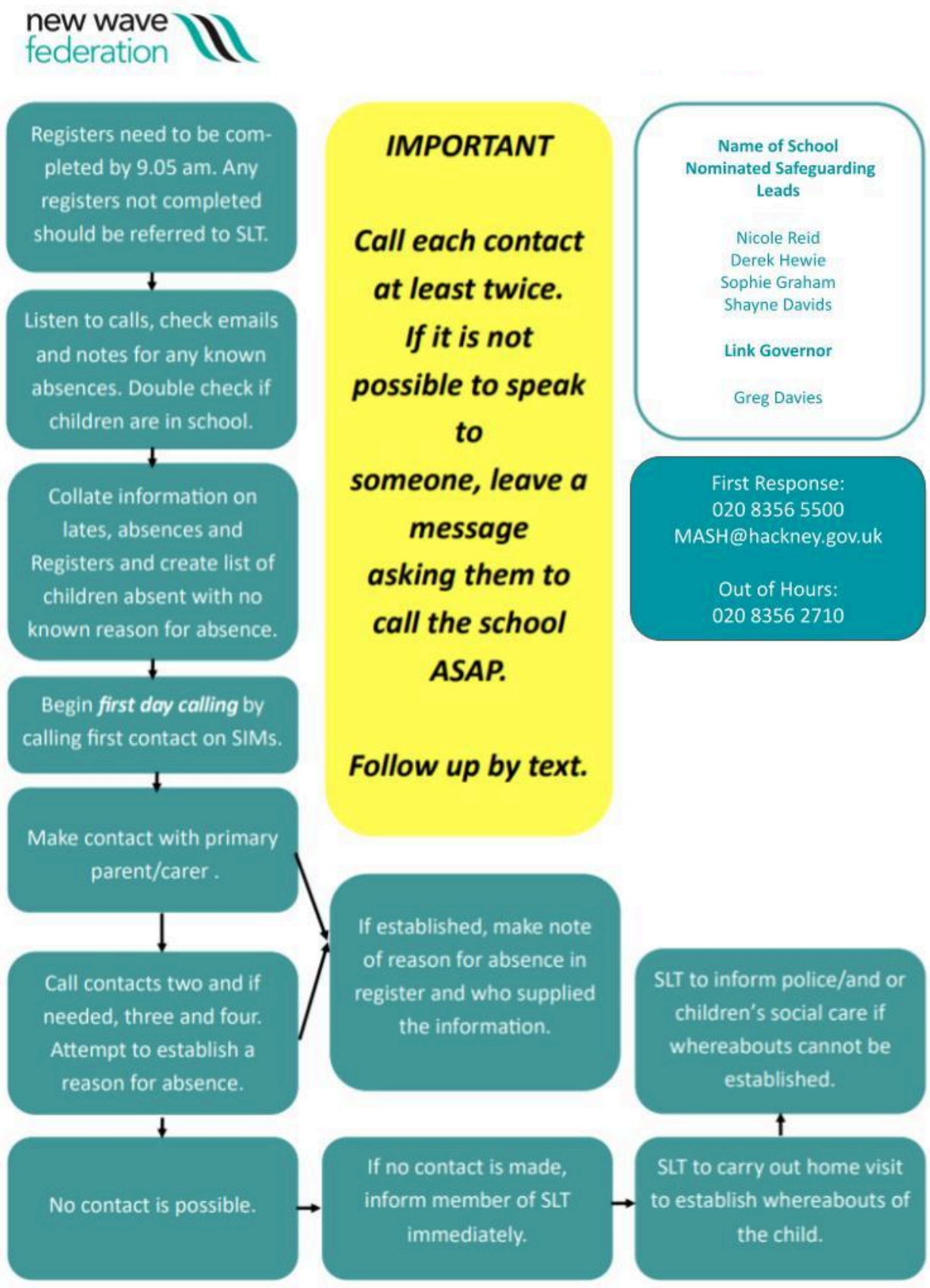
Sharing Concern Form	
This section of the form should be completed by the person first dealing with the concern.	
School:	DOB *(if known)*:
Name of Child:	Class:
Person Sharing Concern:	Date Concern Shared:
Nature of Concern *(description of what was said, observed or reported)* *If appropriate, body chart on rear of form should indicate areas referred to above*	
Has the concern been shared with any other member of staff? Yes/No If so, with whom and what was the outcome? If not, why not?	
Have you, or anyone else, shared this concern with a parent/carer? If so, with whom and what was the outcome? If not, why not?	
Have you taken any action to address the concern? If so, what did you do and what was the outcome? If not, why not?	

This section of the form should be completed by the nominated safeguarding lead	
Additional Information *(If not already done so, DOB should be added on front of form)*	
Ethnic Origin	SEND
Siblings In School	Additional Siblings
Type of Concern	
Initial Action Taken	
Was the concern shared with Hackney Social Services? Yes/No If yes, date and time reported. If not, why not?	
	
Signature of Reporting Adult:	Date:
Signature of Designated Safeguarding Lead:	Date:

Appendix 5 Raising Safeguarding Concerns Flowchart



Appendix 6 First Day Calling Flowchart



Appendix 7 Working Together with External Agencies

Working Together with External Agencies

This document sets out the protocol for welcoming outside professionals into our schools. In all contact with other professionals, we:

Put Children at the Heart of Decision-making

Maintain Positive Relations with Families

Model Professional Collaboration

Protocol for Office Staff

1.Welcome — Ask them to sign in, as you would any other visitor. Inform SLT of their arrival.

2.Check — Check ID. If they are a social worker or police officer, their ID badge is proof of their DBS check. Other professionals will need to show evidence of their DBS.

3.Inform — Share the visitor information handout, containing information about emergency and safeguarding procedures.

4.SLT — Get them to wait for SLT to come and collect them from the reception area. **At no point should they be allowed to enter the school unaccompanied.**

Protocol for Senior Leaders

Inform families — Ensure families are contacted before meeting with any outside professional.

Supervise — Children are supervised at all times while in our care, except when they are with an authorised external professional (e.g. social worker, police officer) as part of an approved process.

Record — Notes from the meeting must be recorded on CPOMs within 24 hours, in line with school safeguarding procedures.

Trust your instinct — If in any doubt about the actions of any visitors, raise your concerns immediately.

Appendix 8 Disqualification under the Childcare Act

Disqualification criteria
as outlined in Disqualification under the Childcare Act 2006, The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006

The criteria for disqualification under the 2006 act and the 2018 regulations include:

- *inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;*
- *being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (also to offences that are listed in other pieces of legislation);*
- *certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations;*
- *refusal or cancellation of registration relating to childcare (with some exceptions) or children's homes, or being prohibited from private fostering;*
- *being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom*

The above list is only a summary of the criteria that lead to disqualification. Further details about the specific orders and offences, which will lead to disqualification, are set out in the 2018 regulations.

Relevant offences and orders

Under the legislation a person is disqualified if they are found to have committed an offence which is included in the 2018 regulations (a 'relevant offence') this includes:

- *being convicted of a relevant offence*
- *on or after 6 April 2007, being given a caution for a relevant offence*
- *on or after 8 April 2013, being given a youth caution for a relevant offence*

It is possible to apply to Ofsted for a waiver under these regulations, details about how to make an application for a waiver, and a copy of the form, can be found in the Ofsted fact sheet: Applying to waive disqualification: early years and childcare providers.

A school must not continue to employ an individual who is disqualified in connection with early or later years childcare provision, nor should a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted, which covers the role that they wish to undertake. This does not imply that individuals are prevented from working in a school in any other setting.

Policy reviewed	***September 2025***
Adopted by Governing Body	***September 2025***
Review date	***September 2026***