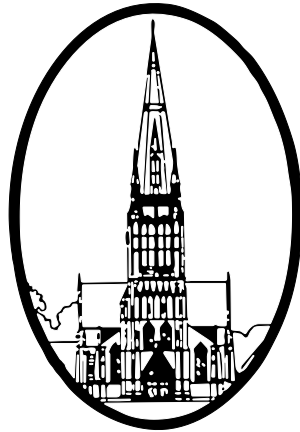


St. Mary's C. of E. Primary School

'Through God's love, we strive to be the best we can be.'



Safeguarding and Child Protection Policy

Revised: July 2019

Review date: July 2020

Mission Statement and Values

“Through God’s love, we strive to be the best we can be.”

St Mary’s is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child’s moral, spiritual, intellectual, social and physical well-being and celebrate every child’s gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

Respect – ourselves, each other and our environment

Courage – to stand up for what is right, overcome our fears and embrace new challenges

Truth – in the choices we make and our dealings with family, friends, school and community

Hope – that inspires us to look forward in confidence to a better life for all

OUR COMMITMENT

St Marys Church of England Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils and young children in our care and expects all staff and volunteers to share this commitment. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable children to have the best outcomes.

We recognise that 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. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2019\)](#), (all staff have been given a copy of part 1 and Annexe A to read and regular information regarding this key document is shared via the screen in the staff room) and [London Child Protection](#)

[Procedures \(5th Edition\)](#) and interagency working relates to [Working Together to Safeguard Children \(2018\)](#)

Everyone working in or for our school shares the objective to help keep children safe by contributing to:

- providing a safe environment for children to learn and develop in our school setting;
- identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

"All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments". Keeping Children Safe in Education 2018.

As a school we uphold the above statement by keeping safeguarding at the heart of all we do with weekly safeguarding updates and high expectations of staffs knowledge and understanding of roles and responsibilities.

Personnel with Designated Responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Lead	Nominated Governor	Chair of Governors
2015 - 16	Madeline Fosuhene (from April 2016 Anna Barker)	Eilish Sleator	Margaret Glover	Margaret Glover
2016-17	Anna Barker and Breda McKelvey	Eilish Sleator	Margaret Glover	Margaret Glover
2017-18	Anna Barker	Breda McKelvey	Margaret Glover	Katie Chubb
2018-19	Anna Barker	Breda McKelvey	Katie Chubb	Katie Chubb
2019-2020	Anna Barker	Breda McKelvey	Katie Chubb	Katie Chubb

Our Approach to Safeguarding Children

Supporting Children and Working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for children in our care;
- St Mary's C of E Primary 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 and carers;
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents carers or guardians, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- Children will be given a proper explanation (appropriate to age and level of understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child, parents / guardians;
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.

Information about Safeguarding for Children

Through personal, social, health and economic (PSHE) education lessons, Relationship and Sex Education (this will include the new curriculum from 2020) and other curriculum opportunities, children are taught to understand and manage risks they may encounter during school life and in the outside world. Children consider with staff how these risks may be overcome; taking into account their wishes and feelings.

They are regularly reminded about e-safety (Teaching online safety in school June 2019) and bullying procedures and are also taught how to conduct themselves and behave in a responsible manner. We have details of Childline and the NSPCC displayed in school, and these organisations visit and lead assemblies in school.

All children know that there is a Designated Safeguarding Lead (DSL) responsible for their safety and welfare, they know who this person is and who this is; that they have a right to speak to this member of staff. 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. There is a display in the school identifying the DSLs and Deputy DSL's and children are made aware of this.

Partnership with Parents

The school shares a purpose with parents and carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' 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.

The school will, in most circumstances, endeavor to discuss all concerns with parents and carers about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental and carer knowledge (in accordance with the London Child Protection Procedures). The school will aim to maintain a positive relationship with all parents and carers. The school's Safeguarding Policy is available on request and via the school's website.

Partnerships with Others

St Mary's Primary School recognises 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.

Ofsted

St Mary's adheres to the new Ofsted framework and is aware of its content.

"Inspectors will always take into account how well learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this important aspect of a provider's work, they will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding learners are effective.

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners."

St Mary's follows the statutory guidance 'Keeping Children Safe in Education 2019' as the basis for all its safeguarding work.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which could indicate that a child may be suffering significant harm. The relationships among staff, pupils, parents, carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual and emotional 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. 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.

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, photographic, audiovisual or online sexual 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 emotional 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 caretakers);
- ensure access to appropriate medical care or treatment;
- it may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2019\) – Part One: Safeguarding information for all staff](#) and Annex A.

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 and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents. Concerns must also be noted in the safeguarding book kept in each classroom.

All School Staff must immediately Report

- 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
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days ([Private Fostering](#));

Staff should also be aware of the following additional vulnerability factors.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

Responding to Disclosure

Disclosures or information that a child has been harmed 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 DSL and make a contemporaneous record using clear, straightforward language.

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.

All staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- clarify the information without asking leading or probing questions;
- make a written record of what the child has said
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to 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 child or young person that they have a responsibility to refer the information to the Designated Safeguarding Lead;
- reassure and support the child or young person as far as possible;
- not promise secrecy;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the child will be involved as appropriate.
- use the following prompts to support a conversation:
TELL me about this...
EXPLAIN that to me...
DESCRIBE what happened...
Is there anything more you want to tell me?

Confidentiality

The school will operate with regard to, [Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children July 2018](#) and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The seven golden rules to information sharing taken from the government document, (advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015):

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if,

in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being. Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

The school will ensure:

- information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm;
- child's and/or parent's/carer's confidentiality is respected;
- any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with Hackney Learning Trust's guidance, which is known to all staff.

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

- 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);
- emergency contact details (if different from above);
- 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 detail of GP;
- any other factors which may impact on the safety and welfare of the child.

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give school additional options to make contact with

a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The Designated Safeguarding Lead will collate, securely store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school 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 securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead (or Deputy in their absence). 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.

If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff must then speak with the headteacher or Chair of Governors.

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 Children's Social Care's First Access and Screening 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 [Children's Social Care's First Access and Screening Team](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix I) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children's Social Care's First Access and Screening 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 agree who and how this will be undertaken;

- if it would be appropriate to undertake an assessment (e.g. CAF) 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 Hackney needs to be completed using the [Multi-agency Referral Form](#) (Appendix 3)

Action following a child protection referral

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

- maintain contact with the child's 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 or carers, 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 child's Social Worker.

Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies. 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 [CHSCB Escalation Policy](#) defines the process for resolving such professional difference and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

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 individual children is the paramount consideration in any professional activity;
- resolution should be sought within the shortest timescale 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 lowest possible stage.

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;
- use the [CHSCB Escalation Policy](#) if this does not resolve the concern.

Providing a safe and supportive environment Safer Recruitment and Selection

- St Mary's Primary School pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2018\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced 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/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).
- All volunteers are to be supervised at all times by a member of staff.

See Appendix 5: Flowchart of Disclosure and Barring Service criminal record checks and barred list checks.

See Appendix 7: check list for safer recruitment

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; This includes all members of the governing body.
- This school is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;

- Our school ensures 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);
- Staff responsible for recruiting and appointing must be suitably qualified;

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 at two yearly intervals.

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. All governors are encouraged to undertake the same training with staff. The school will maintain a register of who has undertaken what training and when.

All governors and staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

All staff are expected to read 'Keeping Children Safe in Education' 2019 Part 1 and Annex A.

Staff Conduct

All staff are expected to comply with the staff code of conduct. This includes not using personal phones in teaching areas, adhering to the dress code and having a clear understanding of Safeguarding Issues and reading relevant documents.

Intimate Care

If a child needs assistance with toileting or has a nappy that needs changing or other intimate care needs, then two members of staff should support this process at all times. This means that children and adults are not put in vulnerable positions. Please see the schools Intimate Care Policy for further information

Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Safeguarding Lead. The DSL will be supported by Katie Chubb (Chair of Governors) and Jane O'Brien (Head Teacher).

The DSL will know how to access the online London Child Protection Procedures, be aware of the CHSCB's work and policies alongside HLT's guidance.

If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Children's Social Care's First Access and Screening Team to discuss your concerns on 020 8356 5500 during office hours and 020 8356 2710 out of hours.

See Appendix 4 – Key Contacts for Child Protection Issues in Hackney

Roles and Responsibilities

Our Board of Governors will ensure that:

- the school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- 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 [5th Edition of the London Child Protection Procedures](#) for dealing with allegations of abuse against staff and volunteers;
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- there is a link Governor for safeguarding;
- staff and governors 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 ;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

Our Head teacher will ensure that:

- the policies and procedures adopted by the Board of Governors or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the Deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings, 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 that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy](#);

- all children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- the required staff and governors have completed Safer Recruitment training;
- procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- procedure for managing allegations operate effectively and refer relevant concerns to the [Local Authority Designated Officer \(LADO\)](#); 020 8356 8082 or 020 8356 4569;
- anyone who has harmed or may pose a risk to a child is referred to the DBS with the support of the Hackney Learning Trust;
- a deputy senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

Our Designated Safeguarding Lead(s) will:

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 our school and have access to the online London Child Protection Procedures;
- liaise with the Headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for this role;

Training

- recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- have knowledge of the CHSCB 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;
- keep detailed, accurate and secure written records;
- obtain access to resources and attend any relevant or refresher training courses every two years.

Raising Awareness

- ensure the Safeguarding and Child Protection 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;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.

All staff and volunteers will

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

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

[Keeping Children Safe in Education \(2019\) – Part Four: Allegations of abuse made against teachers and other staff](#)

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

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- 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).

We will apply the same principles as in the rest of this document, this includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations 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 are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the [Code of Conduct](#). Staff will be encouraged to use the [Whistle Blowing Policy](#) if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

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 Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

Initial Action by the Headteacher

- obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;

- contact the [Local Authority Designated Officer \(LADO\)](#) within one working day; 020 356 8082 or 020 8356 4569;
- discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 4, 5 & 6);
- inform the Chair of Governors of the allegation.

Subsequent Action by the Head teacher (or designated person)

- in consultation with the LADO 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.

See Appendix 6 and 7 for further information.

Further Information on Safeguarding Issues

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, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

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 significant 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 must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and 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.

Online Safety

The school recognises that its pupils will use mobile phones and computers at some time. 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. The harm might range from sending

hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an Online Safety Policy that is known to all staff and pupils. This is linked to the new guidance 'Teaching online safety in school 2019.'

Photography and Images

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 some safeguards in place.

To protect children we will:

- seek parent or carer consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- 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 children to tell us if they are worried about any photographs that are taken of them.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) and [Children missing education Statutory guidance for local authorities September 2016](#)

for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. School will endeavor to have at least two up-to-date contact numbers for parents/carers and parents will be reminded regularly to update their contact details with the office if they change. Parents will also be given a leavers form to complete when their child changes school.

There are clear procedures to follow where a child who is suspected of missing from education and these must be followed. Please see appendix 8 regarding this

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure.

Peer on Peer Abuse

Our School recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

We acknowledge that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up. We also recognize that there is a gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and all will be taken seriously.

There are different forms of peer on peer abuse and they can be the following (although the list is not exhaustive), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting .

Departmental advice can be found in the following document:

[Sexual violence and sexual harassment between children in schools and colleges 2018.](#)

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 a referral.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB.](#)

Staff need to be aware that Child Sexual Exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources".

Looked After Children

As a school we recognize that looked after children are potentially vulnerable and that all staff should have the skills, knowledge and understanding to keep them safe. Any concerns should be shared immediately to the DSL who is also the LAC designated teacher and who will liaise with the virtual school head. Awareness of the particular needs of LAC will be raised during the usual cycle of inset training.

Children with Special Educational Needs and Disabilities

St Mary's acknowledges that children with SEN and disabilities can be more prone to peer group isolation than other children and this makes them potentially vulnerable. Children with SEN benefit from termly reviews with their parents and teachers are also aware of the needs in their classes. They pay particular attention to those children with additional needs who may benefit from extra pastoral support.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Use of Reasonable Force

It may be appropriate for staff in school to use reasonable force if a child is placing themselves or others in danger. School would only use restraint if all other options were exhausted and there was genuine concern for safety. This would always be a last resort option.

Child Criminal Exploitation: County Lines

St Mary's acknowledges that CCE is a possibility for any young, vulnerable person and consequently has mechanisms for recognizing this, however unlikely. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes where a child may have been exploited.

County lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources”

Preventing Radicalisation and Extremism

We as a school will fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children

from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

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 we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

Appendix 1 – Flow chart

Appendix 2 – Referral Form

Appendix 3 – Hackney Key Contacts

Appendix 4 – Flowchart of DBS

Appendix 5 and 6 – Flowchart re allegations against staff

Appendix 7 – Recruitment and Selection checklist

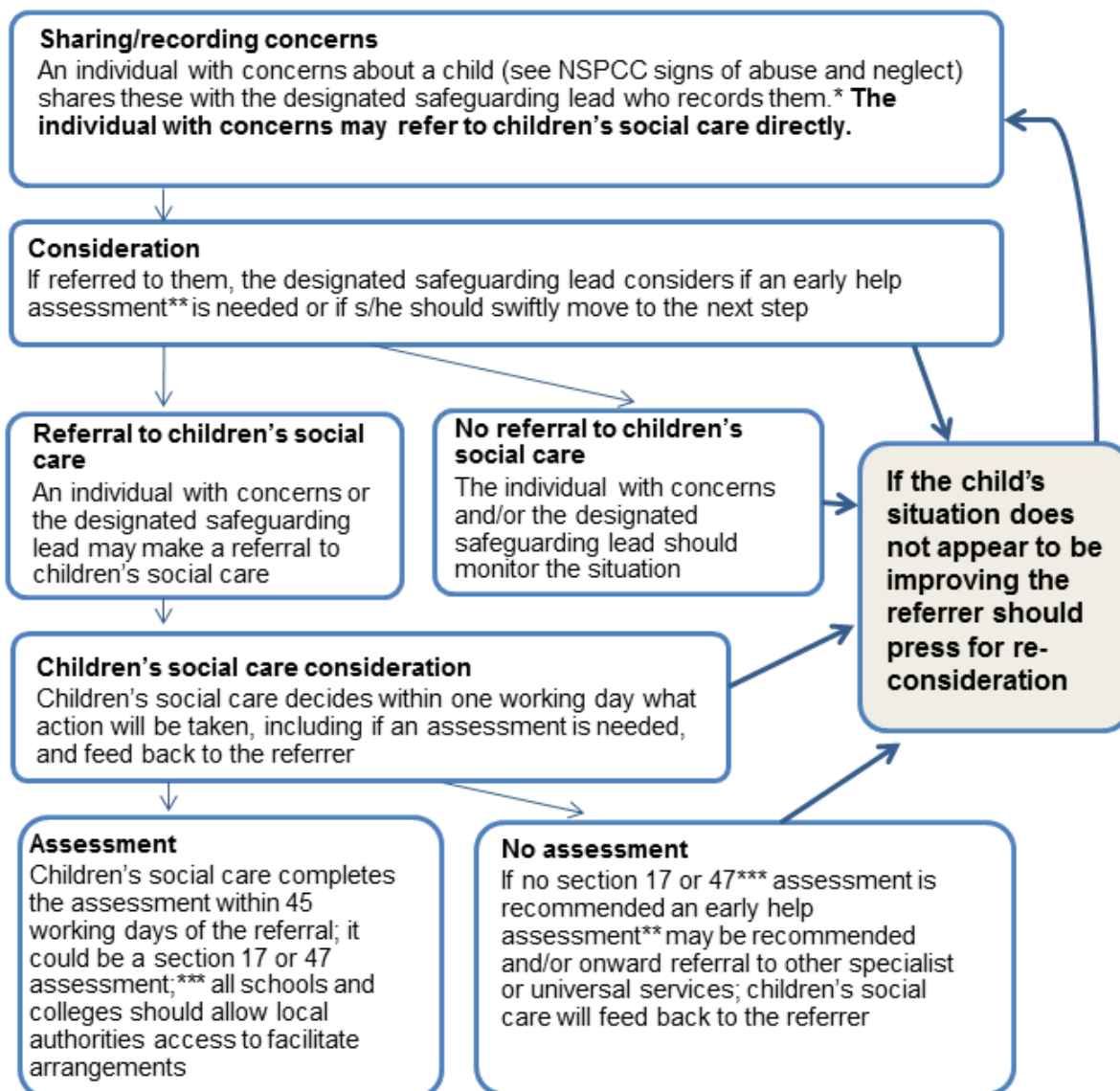
Appendix 8 – Children Missing in Education Procedures

Appendix 1

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 2

Agency referral to Hackney Children's Social Care

Referral form for use by all agencies

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 4-8 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

Name and contact details of person making the referral			
Name:			
Name of agency/organisation:			
Address:			
Telephone Number:		Fax Number:	
Email Address:			
Date written referral is being made:			
Date telephone referral made (if applicable) and to whom:			
Relationship of person making the referral to the child/family:			

NAME(S) and DATE(S) OF BIRTH of the child(ren) being referred (please list here all children in the family):				
Child(ren)'s preferred language if not English speaking:				
Ethnic origin and Nationality if known:				
Details of wider social and professional network (e.g. significant family / friends, GP, health visitor, schools, professionals working with members of the household)				
Name	Role/Relationship	Address	Telephone number	Email

Name of parent(s)/carer(s) with whom child(ren) live(s):

Parent(s)/Carer(s) preferred language if not English speaking:	
---	--

Address:

Telephone number(s):	
-----------------------------	--

Any other relevant family details:

Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents etc):

Is the referral for information only?	
--	--

Is there evidence that any children in the family are being subject to significant harm?	
---	--

If 'YES' please specify:

Actions taken by referring agency/involvement with the family:

Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.

What outcomes are anticipated by the referral?

Does the person with parental responsibility know that a referral to Children's Social Care has been made?

If 'No' please explain why:

If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?

Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?

Please e-mail this form to csc referrals@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a secure email address please send to csc referrals@hackney.gov.uk.cj sm.net or to csc referrals@hackney.gcsx.gov.uk

If you have difficulties sending this by email please fax it to 020 8356 5516/7.

Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on **020 8356 5500**.

If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.

Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.

Appendix 3

Hackney Key Contacts and Guidance

Useful Contact Details:

- Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney CSC Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 0208 356 8082
- City & Hackney Safeguarding Children Board: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (D.B.S.): www.gov.uk/dbs

Useful guidance documents:

Hackney well-being framework and resource guide:

<https://www.hackney.gov.uk/media/7480/Hackney-child-wellbeing-framework/pdf/Hackney-Child-Wellbeing-Framework>

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information sharing:

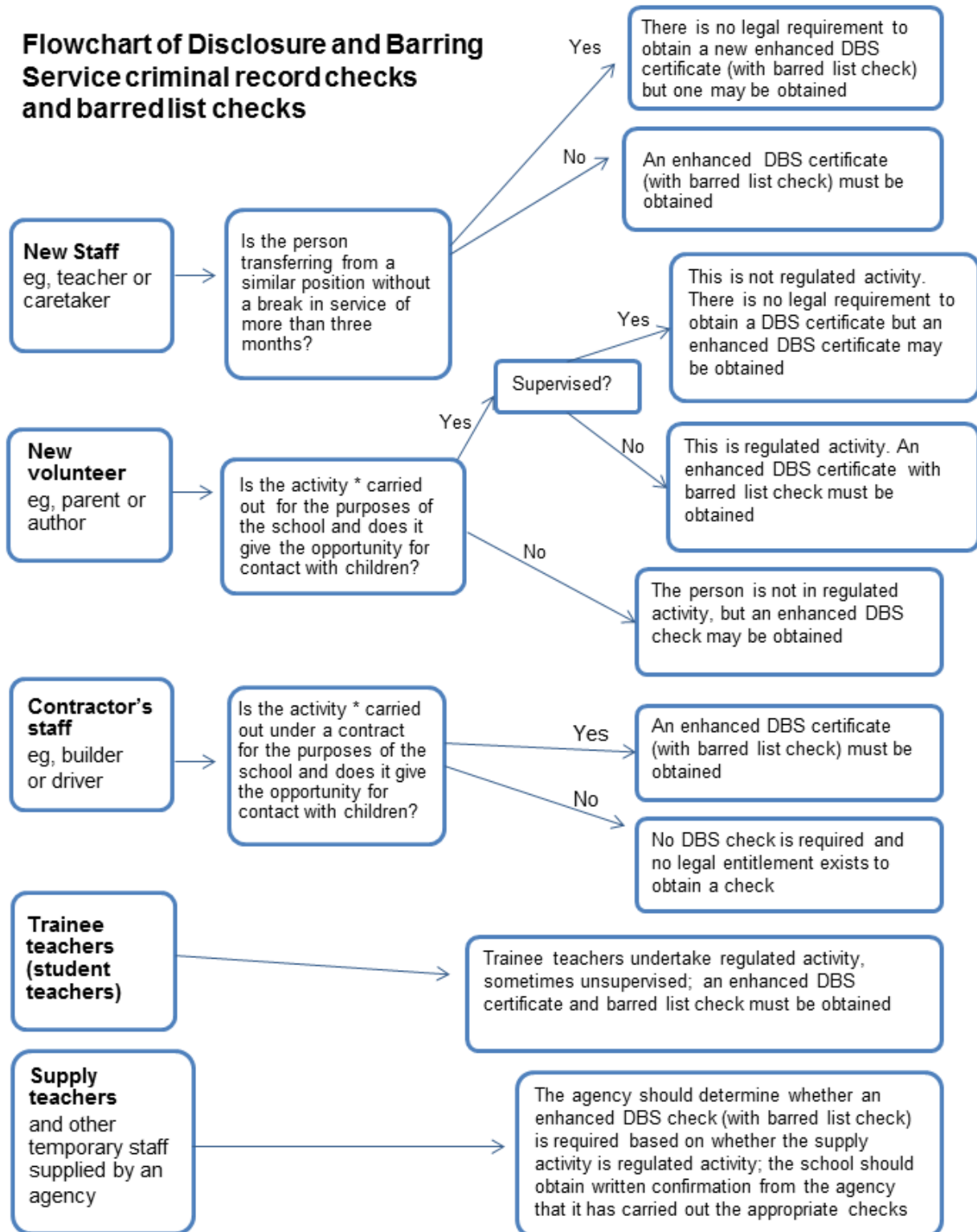
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Whistle Blowing Policy:

<http://www.learningtrust.co.uk/bulletin/HLTdocuments/Hackney%20Whistleblowing%20Policy%20July%202014.pdf>

Appendix 4

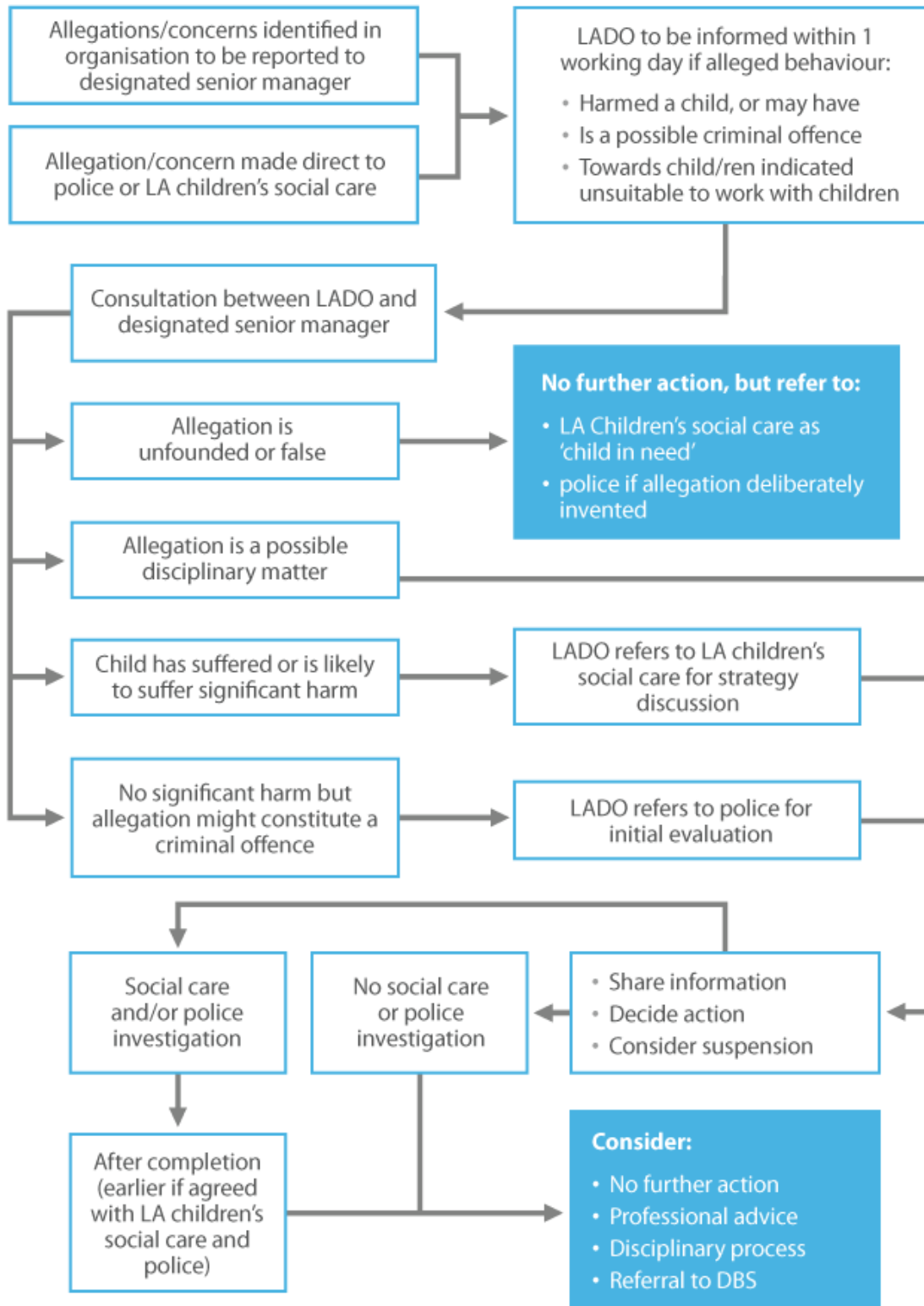
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

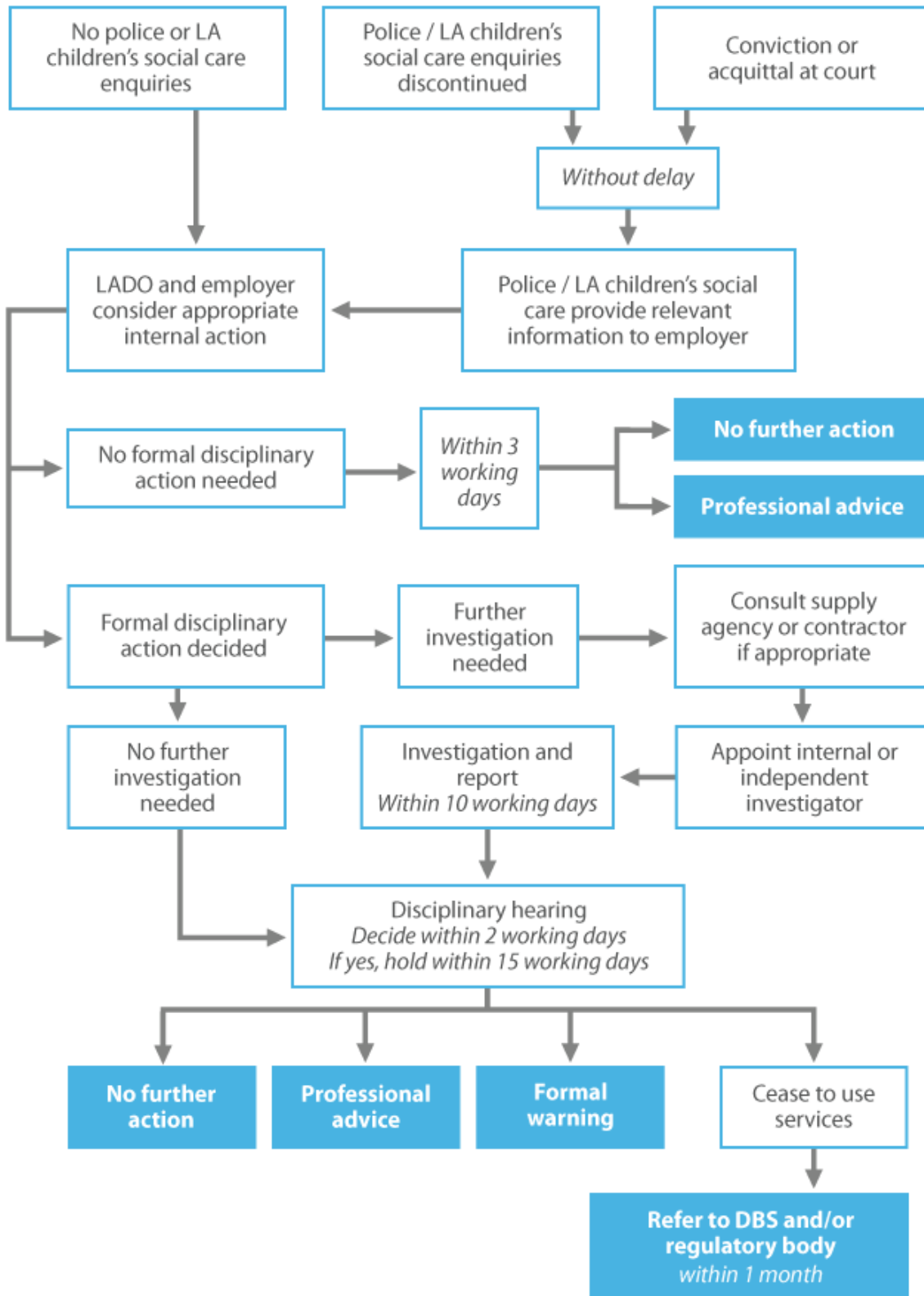
Appendix 5

Allegations / Concerns Against Staff Child Protection Process



Appendix 6

**Allegations / Concerns Against Staff
Disciplinary / Suitability Process**



Appendix 7

Recruitment and Selection Checklist:

- Planning:
Timetable decided:
Job description, person spec, application form, references
- Vacancy advertised – includes reference to safeguarding policies and DBS requirements
- Applications on receipt – scrutinized and any gaps in employment noted
- Short list prepared -
- References – seeking – sought directly from referee
- References – on receipt – checked against information on application and scrutinized
- Invitation to interview – includes all relevant information and instructions
- Interview arrangements – at least two interviewers with at least one having done safer recruitment training
- Interview-
- Pre-interview – identify all qualifications of applicant and ID, take copies
- Post- interview-
 - Conditional offer of appointment – pre appointment checks
 - References – scrutinized
 - Identification – verified
 - Qualifications – verified
 - Permission to work in UK
 - DBS
 - DBS Barred list
 - Health
 - Prohibition (for teaching posts)
 - Qualified Teacher Status (for teaching posts)
 - Statutory Induction

Appendix 8

Child Missing In Education Procedures

In order to maintain the safety of each individual child, school will adhere to the following systems. This links to both the Safeguarding and Attendance Policy.

School will:

Ask all parents to take responsibility for school having three up-to-date contact numbers at all times

Give the opportunity to all parents to update their details. This will take place at 'Meet the Teacher,' and at the Autumn and Spring parent's evenings.

Remind parents half termly in the newsletter to update their contact details with the office

Provide a Leavers Form for parents to complete if their child is going to a new school.

Parents will:

Be responsible for giving school at least three up-to-date contact numbers and an email address and inform them if these details change.

Phone school by 8:50 each morning if their child will not be in school that day and give a reason for their absence.

Respond to messages left by school otherwise school will automatically follow 'Child Missing in Education' procedures.

Appendix 8 continued

Child Missing in Education Procedures

All children who are not in school to be entered onto SIMS by 10 am each morning and SLT made aware of children who are not in and have not been contactable.



Day 1 absence

Make contact using all numbers held by school

Check with other school staff

If no response by phone then send a text and email.

If no response by midday and a child is vulnerable or known to Children's Social Care then contact the Fast Team 0208 356 5500 for advice and request a home visit

Speak to the CME Team about outcomes - Billy Baker 020 8820 7406



Day 2 absence

If no contact has been made repeat day 1 procedures

If a child is vulnerable or know to Children's Social Care contact the Fast Team 0208 356 5500

Home visit to be carried out before 10am by two members of staff.

Speak to the CME Team about outcomes - Billy Baker 020 8820 7406



Day 3 absence

Repeat day 2 procedures

Speak to the CME Team Billy Baker 020 8820 7406

Contact the police

Appendix 8 continued

Leavers Form

Name of pupil:	Date:
Address:	Date of birth:
Name of parent/carer 1:	Name of parent/carer 2:
Email:	Email:
Contact number:	Contact number:
Start date at new school:	Name and address of new school: