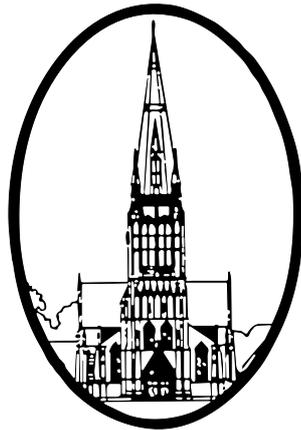


St. Mary's C. of E. Primary School

*"St Mary's.... feeding the mind, body and spirit so we can
be the best we can be."*



Safeguarding and Child Protection Policy

Revised: September 2021
Review date: July 2022

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"Mission Statement and Values

'Feeding the mind, body and spirit so we can be the best we can be.'

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none. Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

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

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better than today.

Love: for ourselves and others, knowing that God loves us.

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 Children Safe in Education 2021 (all staff have been given a copy of part 1 and Annex 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 2021.

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. We actively publicize what staff can do if they have safeguarding concerns regarding a child and the phone number of the MASH and Whistleblowing Helpline are displayed in the PPA room, staff room and office. There is also a Whistleblowing Policy available for all staff to read.

Personnel with Designated Responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Lead	Nominated Governor	Chair of Governors
2021-2022	Anna Joseph	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;
- Anna Joseph 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 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; considering 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.

Children know to identify trusted adults in school and that they can talk to them when they need to. 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

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 2021' 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 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 including via the internet.

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 (2021) – 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 Anna Joseph the Designated Safeguarding Lead (DSL) or Breda McKelvey the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents. Concerns must also be noted via CPOMs the online monitoring system that all staff have a personal log in for.

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;
- has returned home to their family from care
- Has a health condition
- Has mental health needs
- A family member in prison
- Are at risk of honor based abuse e.g. FGM
- Are persistently absent from school

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 Anna Joseph and make a record using clear, straightforward language and record on CPOMs.

Staff will not investigate but will, wherever possible, listen, record and pass on information to Anna Joseph the Designated Safeguarding Lead in order that she 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 Anna Joseph 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?

Please see appendix 9 – Safeguarding in Education – Managing Disclosures

Confidentiality

The school will operate with regard to, Information Sharing: Guidance for practitioners and managers 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 school will ensure:

- information is shared with Children and Families Service and/or Police where the child is or may be at risk of, or experiencing, significant harm, including peer on peer harm and on-line abuse.
- Pupil and/or parent's carer's confidentiality is respected
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure
- Allegations and/or disclosures of a historic nature will be managed in the same way as current safeguarding issues.

Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with Hackney Education'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.

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.

Anna Joseph or other appropriate member of staff will:

- contact the line manager in Children's Services 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 Services 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.

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 (2021) – 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 supply teachers, 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). St Mary's will also pay attention to the updated guidance on advertising, shortlisting, references and on-going vigilance as raised in Keeping Children Safe in Education 2021.
- If a member of agency staff has an allegation made against them St Mary's will follow through the process with the employing agency and not simply cease to use the member of staff.
- All volunteers are to be supervised at all times by a member of staff.

See Appendix 4: 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 staff, including supply 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;

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, intentions and actions;
- Work in an open, honest 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 professional standards respectfully in relation to 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.

Positive Handling

School staff, including volunteers, are empowered to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

School staff will familiarise themselves with the Department for Education's guidance Use of Reasonable Force and Hackney Education's Positive Handling Guidance follow the school's Behaviour Policy. The school will offer training to staff in appropriate use of physical intervention and/or restraint.

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

School Training and Staff Induction

The school's Designated Safeguarding Lead - Anna Joseph and Governor with designated responsibility for safeguarding – Katie Chubb 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' 2021 Part 1 and Annex A.

Support, Advice and Guidance for Staff

Staff will be supported by Anna Joseph Designated Safeguarding Lead (DSL) and The DSL will be supported by Jane O'Brien (Headteacher) and Katie Chubb (Chair of Governors)

- The DSL will know how to access the online London Child Protection Procedures, be aware of the CHSCP's work and policies alongside Hackney Education's

guidance.

If staff are not sure whether or not to make a safeguarding referral they can contact the Children and Family Services' Multi-Agency Safeguarding Hub (MASH) and request a consultation to discuss concerns on 020 8356 5500 during office hours and 020 8356 2710 out of hours.

See appendix 3– Key Contacts for safeguarding and child protection issues in Hackney

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

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 <https://www.londoncp.co.uk/> 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;
- 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 Anna Joseph - Designated Safeguarding Lead and Breda McKelvey - Deputy Designated Safeguarding Lead 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 Education;
- a deputy senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

Our Designated Safeguarding Lead will:

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

All child protection documents will be retained using the online CPOMS system. 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 using the secure email system of Egress. Original copies will be retained according to school policy on

retention of records on CPOMS where they will automatically be archived. If the new school has CPOMS the file will automatically transfer electronically once the child has moved and are on the new school SIMS, if the school does not have CPOMS then a PDF will be generated and securely sent via email.

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 MASH 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 Multi Agency Safeguarding Hub 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 1)
- 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 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 online referral tool found at <https://hackney.gov.uk/child-protection>

Action following a child protection referral

Anna Joseph the Designated Safeguarding Lead or Breda McKelvey Deputy DSL 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.

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) and whistleblowing.

Keeping Children Safe in Education (2021) – 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.

Low level concerns - Keeping Children Safe In Education 2021

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Keeping Children Safe In Education 2021) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of St Mary's C of E Primary School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings

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 DSL (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.
- Consider moving the child or adult from having direct contact while the matter is being investigated

See Appendix 6 for further information.

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. Please also see 'Peer on Peer Abuse' and 'Online Safety'.

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.

School has an appropriate level of security to protect users and their data through the Internet provider LGfL's website filtering system called WebScreen which limits the access to inappropriate content.

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

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to

limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

Governors and 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.

There is a wealth of information available to support schools and colleges to keep children safe online. Please see the Useful Resources section at the end of this policy.

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 school procedures – see appendix 8. 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.

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.

Children who harm others

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.

The London Borough of Hackney has produced guidance regarding Multi-agency Planning (MAP) Meetings for children and young people who present a risk of demonstrating harmful sexual behaviour.

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

Peer on Peer Abuse or Child on Child Abuse

In the event of a Peer on Peer abuse situation St Mary's the following procedures are in place:

-Pupils are all asked to identify their two 'trusted adults' in school to which they can talk to if they have any concerns or worries

-CPOMs is actively used by all members of staff to record incidents where concerns are raised and this helps to build a 'picture' of e.g. multiple small incidents that together trigger more serious concerns

-All staff have weekly safeguarding messages shared, taken directly from Keeping Children Safe in Education 2021. These include awareness raising of Peer on Peer abuse and that it could be taking place even if it is not directly reported and that children with SEND are more vulnerable to peer on peer abuse. There may be additional barriers to children with SEND reporting and identifying this.

-All children are taught a PSHE spiral curriculum where issues of consent are explored from nursery upwards (e.g. PANTS rule) and online safety also features in this.

The school policy needs to be read in conjunction with the updated guidance Sexual violence and sexual harassment between children in schools and colleges 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools should be aware of the importance of:
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.

- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children;
- ‘Upskirting’ has now become a criminal offence and therefore requires a safeguarding response if happening in school.

When, we as a school, consider issues of sexual violence and harassment between children we will consult the governmental guidance and seek support from our Children and Families Service partners.

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 or child on child abuse is unacceptable and all will be taken seriously.

There are different forms of peer on peer and child on child 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. However every incident will be investigated on an individual basis to identify patterns or causes.

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 (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information

include definitions and indicators are included in Annex A of Keeping Children Safe in Education 2021.

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.

If, as a school, we are concerned a child is being sexually or criminally 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 and Child Criminal 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 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". Children may not always realise they have been exploited e.g. they believe they are in a romantic relationship.

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-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service.

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.

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 In Need

St Mary's recognizes that children with a social worker may have particular vulnerabilities. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. In order to support this, any child with a social worker has regular contact maintained with their social worker and 'Team around the Child' (TAC) meetings are held as required. All safeguarding records are reviewed half termly to monitor any particular needs and maintain contact with social workers.

Children with Mental Health Needs

St Mary's recognizes that there is the need for an increased awareness of children and their mental health and well-being. If staff have a mental health concern about a child that is also a safeguarding concern then immediate action should be taken, following the safeguarding policy and speaking to the DSL – Anna Joseph or deputy DSL -Breda

McKelvey. Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and all staff need to be aware of this.

Children who are exhibiting signs of distress, or are unusually withdrawn will be highlighted by their class teacher or teaching assistant and discussed with Anna Joseph. A careful decision will be made regarding next steps, parental involvement and whether there are other appropriate agencies to liaise with or refer to.

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. There is also awareness raising for staff that children with SEND may be more vulnerable to peer on peer abuse.

Honour Based Violence

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. Any child who is considered at risk of the above must be reported to the DSL

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 as it is an illegal act.

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.

Domestic Violence and Abuse

The Domestic Abuse Act 2021. The Act 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.

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.

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.

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 the DSL – Anna Joseph will consult with Hackney MASH.

Operation Encompass

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.

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.

St Mary's Equalities and Vulnerability Statement

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one.

Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child's well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement

- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation
- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations taken into account to ensure that all get equal access to education and opportunities.

Appendix 1 – Flow chart

Appendix 2 – Referral Form – on line link

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

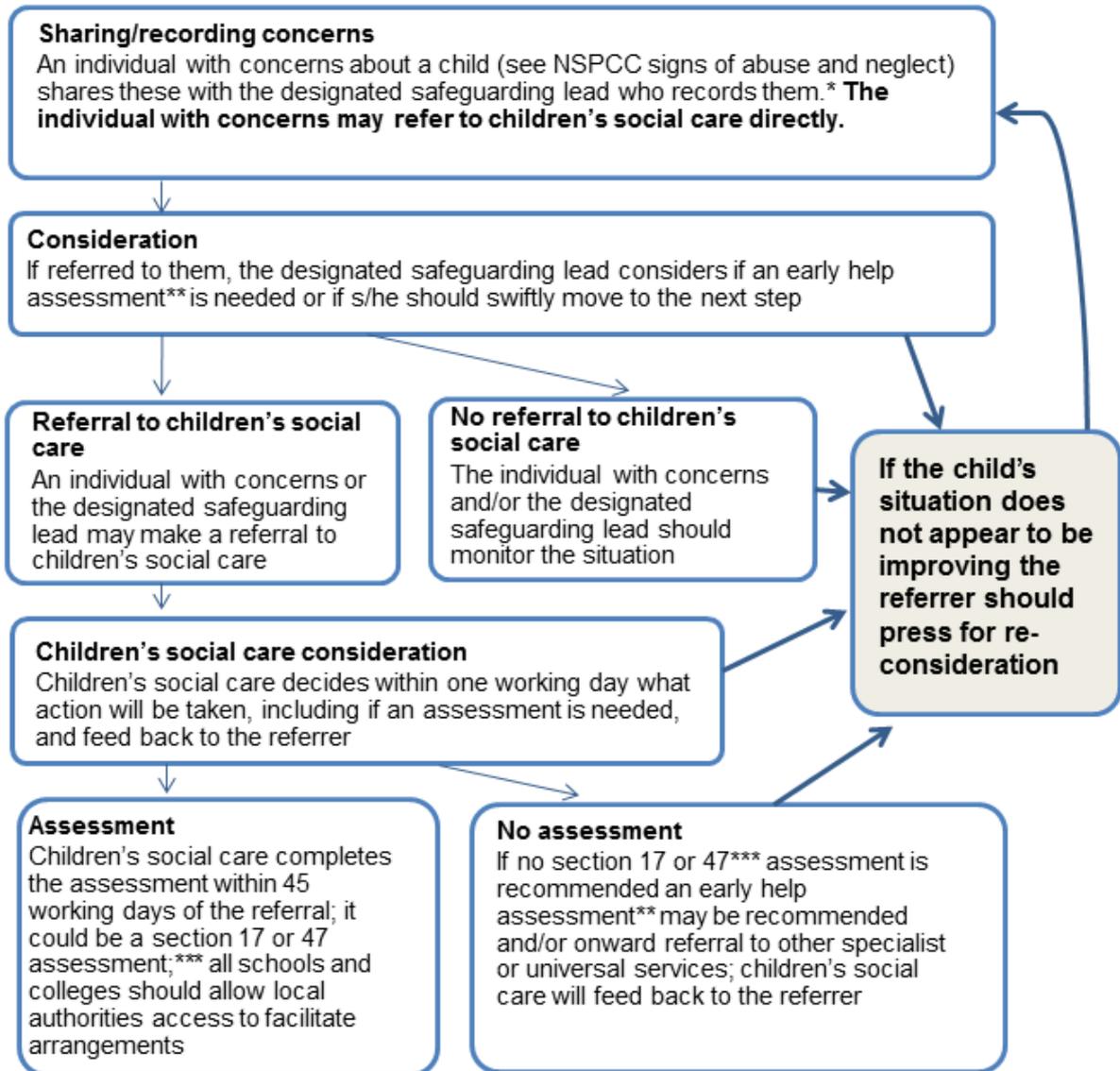
Appendix 9 – Safeguarding in Education – Managing Disclosures

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

Please email MASH@hackney.gov.uk

Use the on-line form found at - <https://hackney.gov.uk/child-protection>

Call the MASH Team on 0208 356 5500

Appendix 3

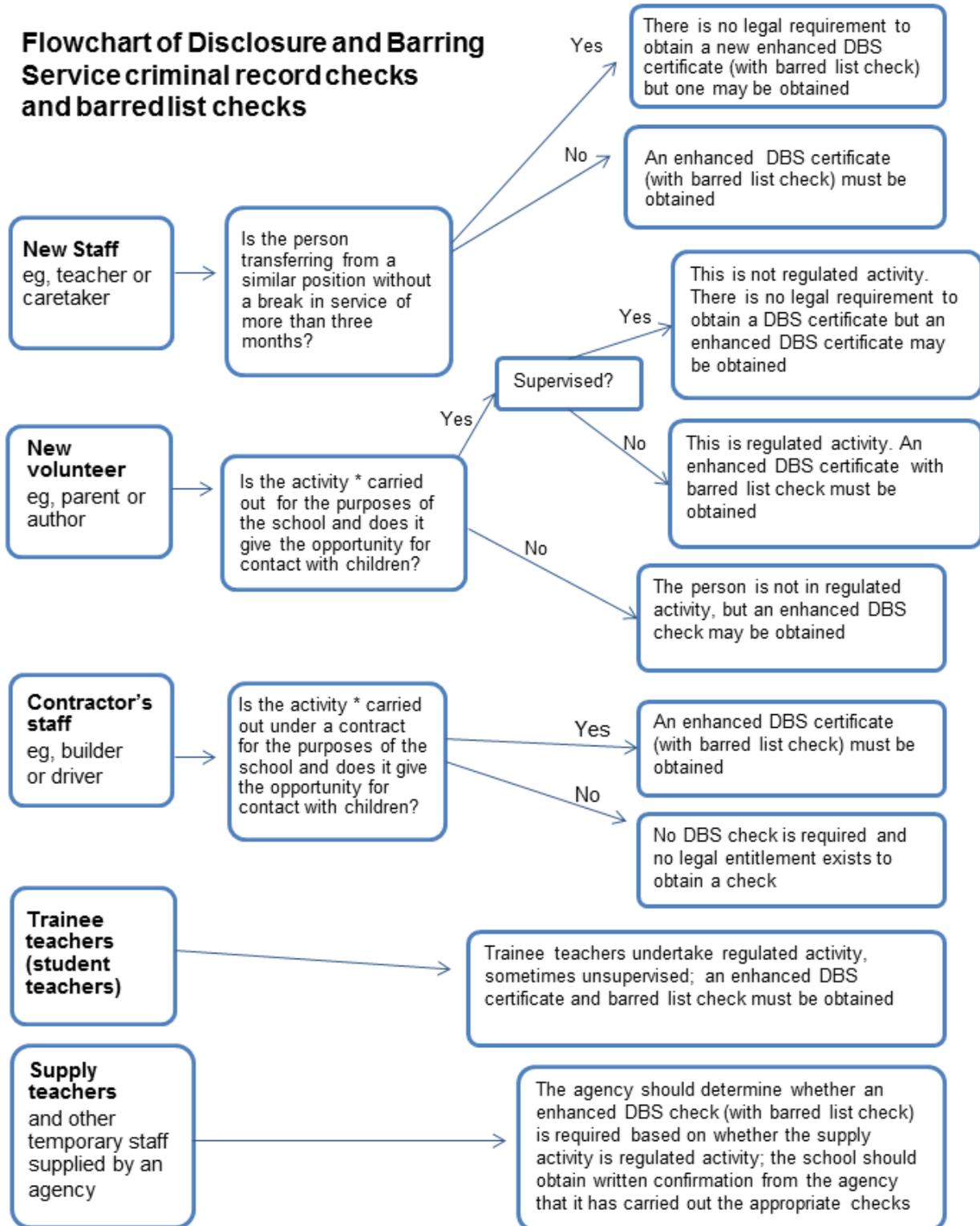
Hackney Key Contacts and Guidance

Useful Contact Details:

- Hackney CSC Multi Agency Safeguarding Hub (MASH): 020 8356 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/db

Appendix 4

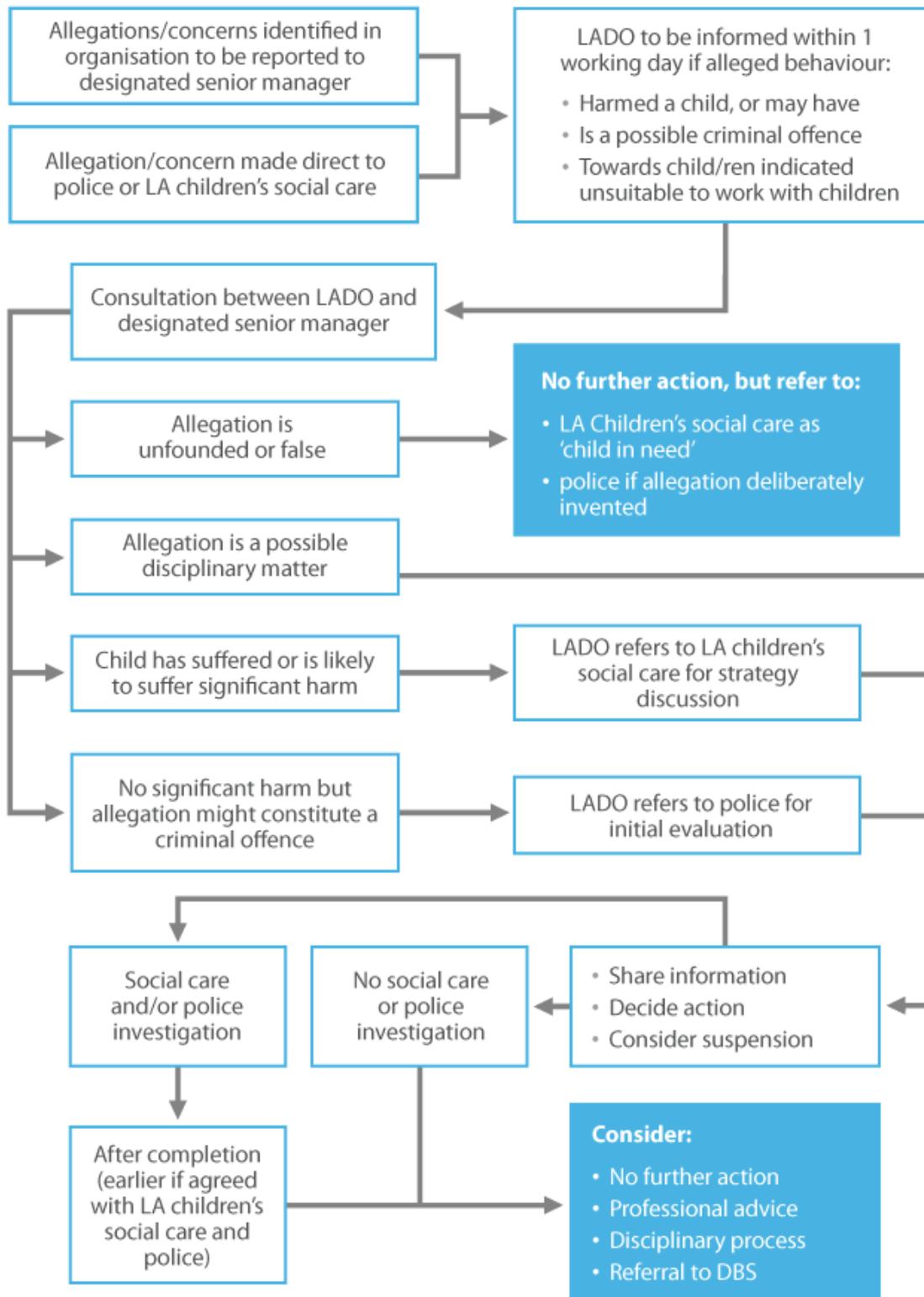
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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

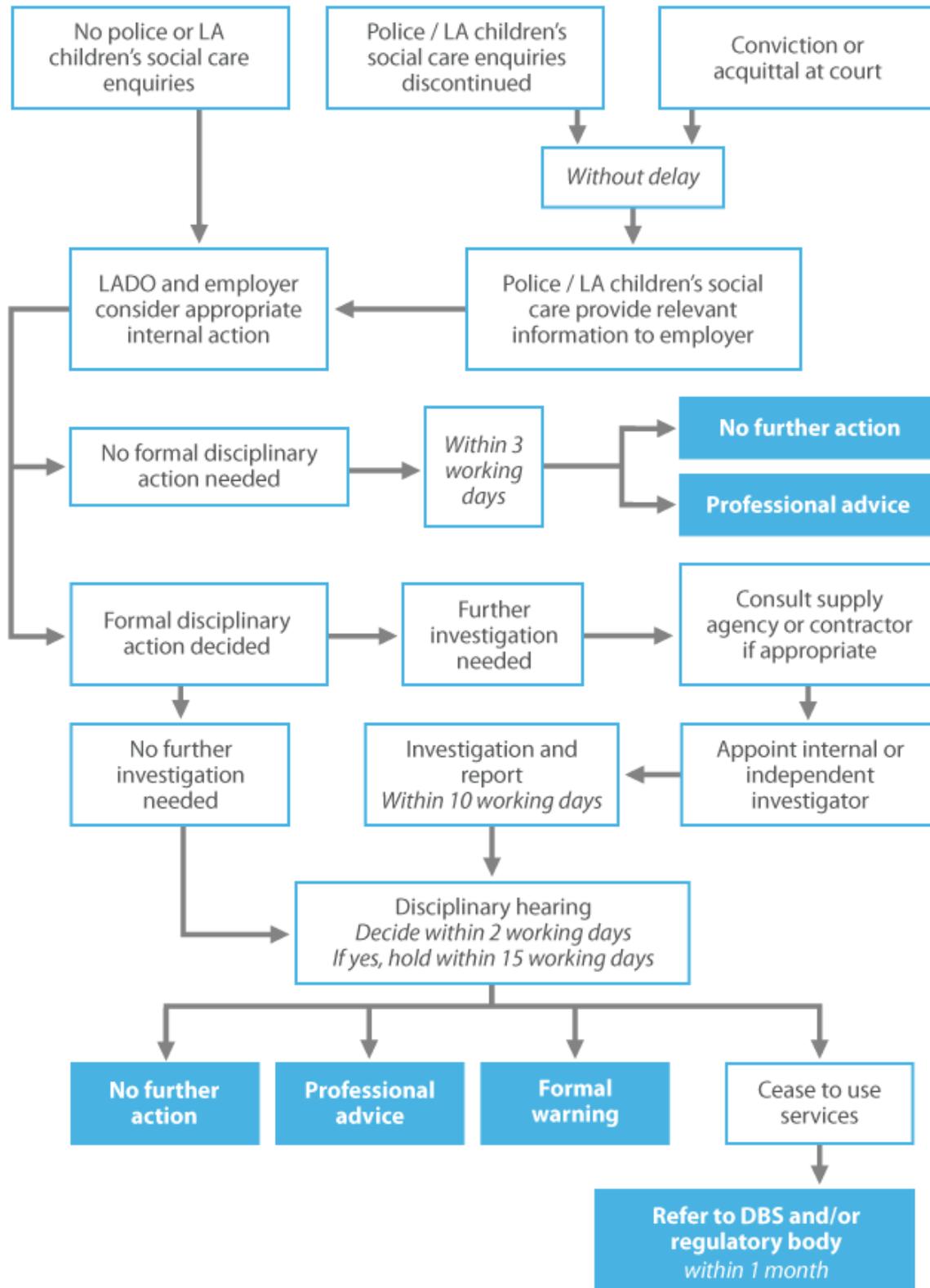
Appendix 5

Allegations / Concerns Against Staff Child Protection Process



Appendix 6

Allegations / Concerns Against Staff Disciplinary / Suitability Process



Appendix 7

Recruitment and Selection Checklist:

Please read in conjunction with **Keeping Children Safe in Education 2021 – part 3.**

- 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 (preferably birth certificate), take copies
- Post- interview-
 - Conditional offer of appointment – pre appointment checks
 - References – scrutinized
 - Identification – verified
 - Qualifications – verified
 - Permission to work in UK
 - Enhanced DBS to be completed asap after appointment
 - DBS Barred list
 - Health
 - Prohibition (for teaching posts)
 - Qualified Teacher Status (for teaching posts)
 - Statutory Induction
- Check DFE's guidance on recruiting teachers from overseas
<https://www.gov.uk/guidance/recruit-teachers-from-overseas>

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.

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:

Safeguarding in Education

Managing Disclosures

Safeguarding and Child Protection - Managing disclosures in schools and settings

Children experiencing distress or abuse may seek to tell someone in their school or education setting. This is formally known as a **disclosure**. School is often a place where children feel most safe, secure and listened to. It is not unusual for them to choose to confide in members of staff with whom they have the best relationship and this can include midday supervisors, caretakers or class-room support staff because they may be perceived as having less authority and less intimidating. It is important to make sure therefore that all staff know how to respond to a disclosure from a child.

If a child discloses **harm** to any staff member it must be remembered that **the role of the school or education setting is to recognise and refer the abuse**, not to investigate. However, 'not investigating' does not mean that the staff member receiving the concern cannot ask any questions. It is reasonable to ask open, non-leading questions in order to establish the child's story. The basic rule of thumb is that staff should only ask the child enough questions to clarify whether they are being harmed or are at risk of harm. For example, if a child presents with an injury accompanied by a clear disclosure that they have been harmed, it should not be necessary to question the child, other than to clarify (where needed) who was involved and when an incident took place. *We have included some more practice examples below, to help put this advice into context.*

Sometimes children choose to disclose concerns through a third party such as a friend 'telling' on their behalf, or indirectly e.g. sounding out information and reaction by asking '*what if my friend.....?*' If such concerns arise they should be taken equally seriously and be followed up with the Designated Safeguarding Lead in the same manner as a direct disclosure. It is important for all staff to remember that the DSL may already have information about the child they are unaware of. Children may also seek to disclose and share their experiences through drawings, writing and play. If concerns arise, it is appropriate to talk further with the child to allow wider discussion and clarification. This might involve inviting the child to '*tell me more about what is happening in your picture / story / game*'.

Criminal Investigations: Often education staff are worried about the prospect of asking 'too much' and then jeopardising any future potential criminal investigation. It is of course important to be mindful to avoid any questions that could be interpreted as 'leading', for example, '*Did Daddy do this to you?*' However, for all safeguarding partners, the most important consideration should always be the immediate safety of the child and with this in mind, accessing the right information, to make the right decision about the next steps, as quickly as possible, is key. It is also important to be aware that the reality is that very few safeguarding inquiries result in prosecutions. This is for a variety of reasons, which can include a child not wanting to make a formal statement against a loved one and the police deciding (in consultation with the professional network) that it is not in the child's best interests to pursue a charge, particularly where parents/carers are open to accessing support.

If and when a child discloses abuse:

1. Stay calm

- An abused or neglected child or young person needs to know that you are able to help them;
- Do not show shock at what you are hearing. This may discourage the child from continuing their disclosure, as they will feel you are unable to cope with what you are hearing and may be thinking badly of them;
- A calm response reassures a child that what has happened can be worked through.

2. Be supportive - Let the child or young person know:

- They are not in trouble and they have not done anything wrong;
- You are glad that they have chosen to speak to you and they have done the right thing telling someone about this;
- You are sorry that they have been hurt or that this has happened to them;
- You will do everything you can to make sure they are not hurt again;
- You know others who can be trusted to help solve this problem.

3. Clarify where needed, but do not investigate

- If you need to clarify what is being said and whether the child is at risk, gentle and open-ended questions such as: "*Can you tell me more about what happened?*" are helpful. You may wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, keep to open questions such as 'What? When? Who? How? Where?'

- Avoid the question 'why?' as this can imply guilt / responsibility on the child;
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.

4. Be clear about what will happen next

- Never promise to keep a secret or maintain confidentiality. If a child requests confidentiality, use a 'prepared' response, such as *"I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this"*;
- Don't make promises to the child about what may or may not happen next, instead provide reassurances only about what you know is realistic and achievable;
- Discuss with the child what you think will happen next and who will be involved.

5. Take the appropriate next steps

- Record factually what the child has told you or what you have observed as soon as possible. Ensure records include the date, time, place of disclosure, behaviour and words used by the child;
- Tell your DSL about what you have heard as soon as possible, but unless this is really necessary, do not ask the child to repeat what they have told you to another staff member, as this can be stressful for the child;
- Do not tell other staff about what you have heard. The information should remain confidential to those who 'need to know';
- Maintain contact with the child. They have trusted you enough to disclose and will need to know that they have your continued support;
- Ensure that you have support for yourself in managing the information you have received.

Potential Allegations involving Members of Staff or volunteers (including governors)

Disclosures relating to colleagues, members of staff or volunteers (including governors) should be responded to in the same way as described about. This information must also be passed immediately to the **Named personnel with designated responsibility regarding allegations against staff**, as set out in your setting's Safeguarding and Child Protection Policy (this is usually the headteacher, or a designated deputy if they are not available). If the disclosure is regarding the headteacher, the Chair of Governors (or equivalent) should be contacted. The named

personnel will ensure the appropriate procedures are followed. Further information about Managing Allegations can be found here: <http://www.chscb.org.uk/allegations-against-professionals/>.

Consent

Every parent/carer has the right:

- To be told when a professional is worried about the safety or well-being of their child by that professional;
- To have their consent obtained when someone makes a request for support for their child on their behalf;
- To be front and centre of any plan to keep their child safe and well.

The only circumstances in which a referral to MASH should be made without informing a child's parent/carer is where there are immediate concerns about the safety of a child **and** it is believed that telling a parent/carer about the concerns will **increase the risk of harm to the child**.

MASH understands that it may be difficult for schools and education settings to determine **both** whether a child's disclosure represents a clear indication of harm **and** whether the risk of harm is significant and immediate, such that parental consent to share information with MASH is not required. Following consultation with the Designated Safeguarding Lead, if education settings remain unclear about the most appropriate course of action, prior to making a formal referral to MASH, educational professionals can call MASH on **020 8356 5500** to ask for a consultation about the next steps. The outcome of this consultation may include:

- Advice from MASH about further conversations the school or education setting should hold with the child, to gather further information or clarity around their disclosure, in line with this guidance; and/or
- Advice from MASH about a conversation the school or education setting should hold with the child's parents/carers about the disclosures, to gather their response and/or seek consent to make a referral to MASH; or
- Advice from MASH to make a formal written referral straight away.

Child or young person makes a **disclosure** to a member of staff or another child or young person in an education setting



Is there a clear disclosure that a child is being harmed, or is at risk of being harmed?



Yes	No	Not sure
<ul style="list-style-type: none"> Follow the setting's safeguarding procedures and consult with the Designated Safeguarding Lead, or alternative senior contact point in the DSL's absence; Where there are concerns that the child is in immediate danger which requires an urgent safeguarding response and there are grounds to override parental consent, consider whether the police need to be contacted on 999 and call MASH 020 8356 5500, or 020 8356 2710 outside of office hours, followed up by a formal written referral via https://hackney.gov.uk/child-protection; Where there are not grounds to override parental consent, discuss the concerns with the child's parents/carers, prior to referring to MASH. 	<ul style="list-style-type: none"> Ask the child to 'Tell', 'Explain' and 'Describe' the concern; Ask open questions such as What? When? Who? How? Where?; Consult with the school's Designated Safeguarding Lead, or alternative senior contact point in the DSL's absence, to think together about the most appropriate next steps, which may include either the same member of staff or the DSL having a further conversation with the child, and/or the setting having a conversation with the parents/carers about the disclosure, to gather their response. If the school or educational setting remains unclear about the most appropriate next steps, call MASH on 020 8356 5500 to request a consultation for further advice and guidance. 	<ul style="list-style-type: none"> Follow the setting's safeguarding procedures and consult with the Designated Safeguarding Lead, or alternative senior contact point in the DSL's absence; If the school or educational setting remains unclear about the most appropriate next steps, call MASH on 020 8356 5500 to request a consultation for further advice and guidance.

Practice Examples

Example disclosures	Potential follow up questions
<p>I'm scared to go home because my mum might beat me.</p>	<p><i>Can you tell me a bit more about that? What makes you think that might happen? Can you describe what getting 'a beat' might look like? Has that ever happened to you before? If yes, when was the last time it happened?</i></p>

<p>Last night, my dad hit me with a belt because I got a detention for not doing my homework.</p>	<p><i>No further questions to the child by education staff are required: the child has made clear disclosure that they have been harmed and has said when and by whom.</i></p>
<p>I don't like it when my grandad kisses me.</p>	<p><i>Where does he kiss you? When does this happen: how often and when was the last time? Who is around when this happens: have your parents seen it? Who else knows you feel this way?</i></p>
<p>My friend, Ikmat, (age 14) posted something on social media saying she wanted to die.</p>	<p><i>When did this happen? Where did you see this e.g. on Facebook or Snapchat? Have you or any of your other friends said anything to Ikmat about this and if so, what did she say? Have you been worried about Ikmat before?</i></p>
<p>My sister's boyfriend came into my room the other night and touched me in my private place. He told me I wasn't allowed to tell anyone.</p>	<p><i>No further questions to the child by education staff are required: the child has made clear disclosure that they are at risk of harm.</i></p>
<p>Mikhail (age 9) came to school this morning with a large bruise around his right eye. He presented as very quiet and subdued in class.</p>	<p><i>That's a nasty bruise, can you describe to be how that happened? I am a bit worried about you, can you tell me if anything is troubling you?</i></p>
<p>I look after myself after school and my mum only comes home in the middle of the night.</p>	<p><i>Who is at home when you get home from school? Who makes your dinner? Can you tell me a bit about what you mean when you say your mum comes home in the middle of the night: do you know what time this is? How do you know? When did this last happen? When your mum is out, is there anyone else at home?</i></p>
<p>My mum and dad fight a lot. Sometimes I get scared.</p>	<p><i>Can you describe to me what a fight looks and sounds like? How often does this happen? When was the last time it happened? Who else is around when they fight? Where are you when this happens?</i></p>
<p>I am going on holiday to Somalia for the summer and my mum says we're going to have a special family celebration when we are there.</p>	<p><i>Can you tell me a bit more about your holiday: do you know what you are going to do whilst you are there? Who are you staying with? Have you been before? Can you tell me some more about the celebration? Do you know when you are coming back?</i></p>