

Haggerston School

Aspiration Creativity Character

Safeguarding and Child Protection Policy

Approved by	Date:
Governing body	18th September 2023
Full Review Due:	Reviewed By:
September 2024	DHT Safeguarding

Named Designated Safeguarding Leads

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors	Safeguarding team
Jack Truan	Kelsey Ramsey	Doy Adesegun	Wendy Mason	Names and contact details in Appendix 6

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Ciara Emmerson	Jack Truan	Wendy Mason	Doy Adesegun

Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom
5th October 2021	Updates from Keeping Children Safe in Education 2021 Harmful sexual behaviour information and actions taken	5th October 2021	Donna Moran
13th December 2021	Updates from Keeping Children Safe in Education 2021 Harmful sexual behaviour information and actions taken added Hackney Model Policy used as starting point for policy development	13th December 2021	Jack Truan & Donna Moran
3rd October 2022	Updates from Keeping Children Safe in Education 2022 Hackney Model Policy used as starting point for policy development	2nd December 2022	Jack Truan

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Introduction Everyone at Haggerston School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our school will work with children's social care, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expects from all staff, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; [Keeping Children Safe in education 2023](#), Working together to safeguard children (2018) [Working Together to Safeguard Children 2018 - updated 2020](#) and [London Child Protection Procedures \(7th Edition\)](#).

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people 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'.

Our School's Commitment Haggerston School is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document '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.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk, including Child on Child harm or with a special educational need or disability;
- Some children may live in households where parental issues such as domestic violence, mental health needs or substance misuse impact the level or nature of care they receive;
- 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; subsequently whilst at school their behaviour may be disruptive and/or challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff can be made, however careful and safe our recruitment practices.

Our Approach to Safeguarding Children Haggerston School will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with any member of staff, the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL/Safeguarding Officer) on site and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

Haggerston School will provide an environment in which all students feel safe and are safe. We will ensure that all children and young people have the same protection regardless of age, disability, gender reassignment, race, religion, sex or sexual orientation. We will place the best interests of the child at the heart of what we do and act on the assumption that 'it could happen here' in order to provide the highest standard of safeguarding and child protection culture and practice.

Roles and Responsibilities

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, read the policy and as a minimum, read Part 1 of [Keeping Children Safe in education 2023](#).

Never assume that another member of staff or a professional is going to take action.

Our Designated Safeguarding Lead(s) will:

Referrals

- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse including extra-familial harm and child on child abuse to Children and Families Service Multi-Agency Safeguarding Hub (MASH) and maintain a record of all concerns and referrals;
- Liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings with partners as appropriate, including, but not limited to, children protection, child in need and Extra Familial Risk Panel (EFRP) meetings;
- Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible;
- Keep detailed, accurate and securely stored written or electronic records;

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, the 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 safeguarding training and receive regular updates;
- Access resources and attend any relevant or refresher training courses at least every two years.
- Ensure accurate records of training, updates, policy dissemination and the reading of Part 1 of KCSIE are kept.

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 school in this to avoid conflict later;
- Work to ensure that the school has a culture of high standards safeguarding practice
- When a child leaves the school, ensure the child protection file is copied for the new setting 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.

Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including child on child harm and exploitation;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and their deputy to carry out their roles effectively including the assessment of pupils, attendance at initial child protection conferences, core group, EFRP and other necessary meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy;
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to all staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

Our Governing Body 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 7th Edition of the London Child Protection Procedures and the statutory guidance Keeping Children Safe in Education 2023 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 named Governor lead for safeguarding and there is good communication between them and Designated Safeguarding Lead(s) within the school;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- Comply with the City and Hackney Safeguarding Children Partnership Self Assessment auditing requirements;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding practice and 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 service, group or individual, the school will check they have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

Supporting Children and Working in Partnership with Parents Haggerston School will work openly and collaboratively with parents/carers and seek consent (where possible) when sharing information with other agencies. We will inform parents/carers of our responsibilities to safeguard their children. We will make this policy available via our website and provide additional safeguarding information via our parent bulletin, school website and parents/carers forums.

- Haggerston School recognises that children's welfare is paramount. Good safeguarding and child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals to Children and Families Service without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- We will rely on the MASH Consultation Line to inform our decision making regarding seeking consent from parents/carers regarding seeking consent to share information;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties;
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child(ren) on the principle of those working directly with children will need to know more;
- Staff will not be enabled to further share this information further without the expressed permission of the DSL.

Additional information about seeking consent to share information can be found on the CHSCP website [here](#).

Information about Safeguarding for Pupils Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner. Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices. Child on child harm is addressed in a supportive and age appropriate way.

All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard, helped 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 children are made aware of this.

Additional information on information sharing can be found [here](#).

A Partnership Approach Haggerston 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 Partnership, including Children and Families' Services and the Multi Agency Safeguarding Hub (MASH). There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work

together to secure positive outcomes.

Our school will work openly and collaboratively with parents/carers and seek consent (where possible) when sharing information with other agencies. We will inform parents/carers of our responsibilities to safeguard their children. We will make this policy available via our website and provide additional safeguarding information via our parent bulletin, school website and parents/carers forums.

Identifying children who may be at risk or may have been significantly harmed Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of, or suffering significant harm. The relationships between 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 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.
- ❖ **Victim** is a widely understood and recognised term but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- ❖ **Alleged perpetrator(s) and perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

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

- ❖ **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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyber 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, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual

images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

- ❖ **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
 - Protect a child from physical and emotional harm or danger;
 - Ensure adequate supervision (including the use of inadequate 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 2023 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation, although seeking clarification from children and young people is encouraged. 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 prior to any discussion with parents/carers.

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;
- 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;
- Concerns that a child is presenting signs or symptoms of abuse or neglect, including child on child harm or extra-familial risks and online harms;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of harm or abuse about or by a child or young person;
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present), or a staff member;
- 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](#));

Responding to Disclosure Disclosures or information that a child has been harmed or is at risk may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next. (See the Managing Disclosures guidance).

All staff will:

- Bear in mind that some children may not feel ready or know how to tell someone they are being abused, exploited or neglected. Not recognise their experiences as harmful. Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Seek clarification about the information (if necessary) without asking leading or probing questions;
- Make a written record of what the child has said using the school's internal reporting mechanism;
- Try to 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 pass 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.

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 MASH and/or Police where the child/young person is or may be at risk of, or experiencing, significant harm, including child on child harm and online abuse;
- Pupil's 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 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:

- 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 in need, 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.

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. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead as soon as is practicable but no longer than one working week.

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

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;
- Have an immediate consultation with Hackney Children and Family Services' Multi-Agency Safeguarding Hub (MASH) (or the Children's Social Care team where the child is resident) if there has been a disclosure and/or allegation of abuse, including child on child harm, or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of Children and Families Service's MASH 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 2) or Early help and threshold criteria for intervention.

In consultation with Hackney Children and Family Services' MASH or children's social care in the borough the child resides, 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 and/or make a referral for other services including Early Help.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Hackney Children and Family Services for children living in Hackney needs to be completed using the Multi-agency Referral Form. For children living outside Hackney the local authority where the child is resident will be contacted.

Action following a Safeguarding Referral The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker as required;
- Contribute to any Strategy Discussion and/or Strategy Meeting as required;
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference;
- Report to and attend the Extra-Familial Risk Panel as appropriate;
- Share the content of this report with the parent/carer, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child in Need Meeting for any child subject to a Child in Need Plan or Child Protection Plan, or the Extra-Familial Risk Panel (EFRP);

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

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

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

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

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

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

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

Safer Recruitment and Selection Haggerston School pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2023\) – 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).

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

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

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date Single Central Record detailing the 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.

Haggerston School employs a bank of Examination Invigilators that are available for invigilation during the Exam Season.

Each Invigilator has been fully identified and verified by the school prior to them commencing work and they each hold a full DBS Clearance certificate. Copies of Identification and DBS Clearance are held with the HR department.

If an occasion arose where agency staff were required to invigilate an exam they would also present their identification to our HR department and be in possession of a valid DBS Clearance Certificate. Copies of which are taken by the HR Department.

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

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions 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 [HLT'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.

School Training and Staff Induction The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training 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, including a yearly update (as a minimum). The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are

provided with the school's safeguarding policy and informed of the school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

Support, Advice and Guidance for Staff Staff will be supported by Jack Truan and Kelsey Ramsey as the Designated Safeguarding Lead and Deputy. The DSL will be supported by Ciara Emmerson, Head teacher.

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

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

See Appendix 3 – Key contacts for safeguarding and Hackney procedures

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

[Keeping Children Safe in Education \(2023\) – 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 and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be based in fact and/or 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 set 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 2023 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 2023](#)) 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 Haggerston School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

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 in the previous paragraph regarding allegations.

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 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 (or designated person)

- 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 1 working day and seek their advice on how to proceed;
- Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff;
- Inform the Chair of Governors of the allegation.

Subsequent Action by the Headteacher (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 and other meetings as required;
- Maintain contact with the LADO throughout the process;
- Ensure clear and comprehensive records regarding the allegation, actions 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.

Other 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. Determining the most appropriate agency to consult with or refer to should be made by referring to the [Children and Young People's Services Resource Guide for Professionals](#).

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Bullying Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

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.

For further information please see the [DfE's Guidance](#) and our school's Anti-bullying Policy.

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

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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, webcam 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.

Parents can find information to support via our school website, online safety parent letter, the parent bulletin and parent information evenings.

The school has an Online Safety Policy that is known to all staff and pupils.

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.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: [UK Safer Internet Centre](#). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

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

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.childnet.com/cyberbullying-guidance
- www.pshe-association.org.uk
- <http://educateagainsthate.com/>

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 safeguards in place.

To protect pupils we will:

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

Searching children School staff have the power to search pupils or groups of pupils, including without consent where they have reasonable grounds for believing they are in possession of a prohibited or illegal item. Where a group is searched, the school should be clear about what the reasonable grounds are for this group being selected for a search.

In establishing the grounds for a search, safeguarding should be at the forefront of the person's mind when searching for an illegal item or an item prohibited by the school.

A safeguarding first approach not only relates to the requirement to safeguard others in the school but also the pupil who may be in possession of a prohibited or illegal item, which may be a sign of extra familial risk or harm. In these cases strong consideration should be given to making a referral to MASH or Early Help to secure additional support for the child.

Staff should liaise with the Head Teacher, Associate Head Teacher, Deputy Head Teacher or DSL before conducting the search. Students must be consenting. If there is no consent, staff should call parents and ask them to support the search or persuade the pupil to cooperate with the search. Should not ask the police to support or call the police without speaking to DSL.

Where - An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who - The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There must be a member of the Senior Leadership Team or Safeguarding present.

Staff should only ask a pupil to remove their blazers and coat. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

If nothing is found and there is still a concern, please seek advice from DSL.

All searches should be recorded in the search book and parents should also be contacted on the day of the search. Preferably before the pupil goes home.

The DfE's guidance for searching children can be found [here](#).

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 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.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children and Families Service.

When 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. Hackney Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments and we will refer to the Pupils Out Of School Team as necessary.

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.

Child on Child Abuse Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on Child abuse can take various forms including:

- serious bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- relationship abuse - abuse in intimate personal relationships between children;
- domestic violence;
- child sexual exploitation;
- youth and serious youth violence;
- harmful sexual behaviour - including sexual violence and sexual harassment;
- gender-based violence;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals.

See below for more detailed information.

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial

advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

All staff are aware of the systems within the school and how to report a concern. All staff know that even though reports may not be made about child on child abuse, it does not mean it is not happening. At Haggerston School we work on the basis that it could happen here.

As a school, we are consulting with key guidance on child on child abuse such as the DFE guidance on sexual violence and sexual harassment and are explicit about harmful sexual behaviour.

Child Sexual Exploitation Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways of grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual 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 CHSC](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

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

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

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

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

County Lines As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a 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 forms 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.

Sexual violence and sexual harassment between children in schools and colleges 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. At

Haggerston School we have a zero tolerance approach to sexual violence and harassment and are aware of 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 and colleges 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 other children. Additional barriers can sometimes exist when recognising abuse in SEND children;

‘Upskirting’ has now become a criminal offence and therefore requires safeguarding responses 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’s social care partners.

Harmful Sexual Behaviour

Definition: Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

As a school, we understand that it is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. At Haggerston School we understand that the school’s initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. We know that it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Local policies (and training) will dictate exactly how reports should be managed. Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration for

staff is not to view or forward illegal images of a child. Staff should only share the report with those people who are necessary in order to progress it.

It is important that the victim understands what the next steps will be and who the report will be passed to;

- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

What to consider when a report is made: The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school or college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is an alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff?; and

- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as per Keeping children safe in education. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Risk assessment When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The government guidance will also be consulted when dealing with these types of incidents. This will include [Keeping Children Safe in education 2023](#) and also [Sexual Violence and Sexual Harassment between Children in Schools](#) and [Working Together to Safeguard Children 2018 - updated 2020](#)

A whole-school approach In order to tackle harmful sexual behaviour Haggerston School has a whole-school approach. This has involved taking the following actions:

- reviewing all policies
- conducting a harmful sexual behaviour audit through the contextual safeguarding website - [Addressing harmful sexual behaviour in schools](#)
- providing up to date training for staff on this issue and how to deal with disclosures/concerns of this kind
- delivering messages to students about the school's zero-tolerance approach
- informing parents of the on-going work on this issue
- running focus groups of students to assess the extent of the problem and work with them to find solutions
- reviewing our RSE curriculum to ensure that it fully tackles the concerns in an age appropriate way

We will continue to review our practice in this area.

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's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these

spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care.

Haggerston School will always consider the safeguarding and contextual safeguarding circumstances of a child before making decisions about sanctions and in particular, fixed term or permanent exclusions.

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.

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Children with special educational needs and disabilities Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with research stating that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

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, we 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 mandatory duty upon that individual to report it to the police.

FGM 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.

Further information on so-called ‘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 Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Preventing Radicalisation and Extremism We as a school will fulfil our responsibilities under 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. We will be mindful of the risk of children being exposed to extremist materials via the internet.

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

Domestic Violence and Abuse The Domestic Abuse Act 2021 received Royal Assent on 29 April 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. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

As a school, if we are concerned about the life lived experience of children who are, or may be, living in a household where domestic violence and abuse are present, we will adhere to our safeguarding procedures and consult with Hackney MASH. To inform our decision making we will consult with the information provided by Hackney Council.

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

Suicide and self harm Not all suicidal and self-harming children have been abused or are being abused. However, research evidence does increasingly suggest there are links in a significant number of instances. It is strongly advised that all children who are a cause for concern in the area of self-harm and suicide are discussed with a member of the safeguarding team who will decide what course of action to take. These concerns should then be logged using the normal school procedure for a safeguarding concern.

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 - Class Charts procedure

1. Log onto classcharts
2. Click on the Classcharts logo in the top left hand corner
3. Search for the student using the all pupils function
4. Once into the student page click on safeguarding on the top right hand corner
5. Complete the fields requested
6. Select file if there is a document to attach
7. Submit form
8. End page will say "Thankyou for submitting this concern"

Appendix 1

Cause for Concern Form (Page 1):

Recording Form of Safeguarding Concerns/Disclosures

Date:		Time:	
Concern:	<input type="checkbox"/>	Disclosure:	<input type="checkbox"/>

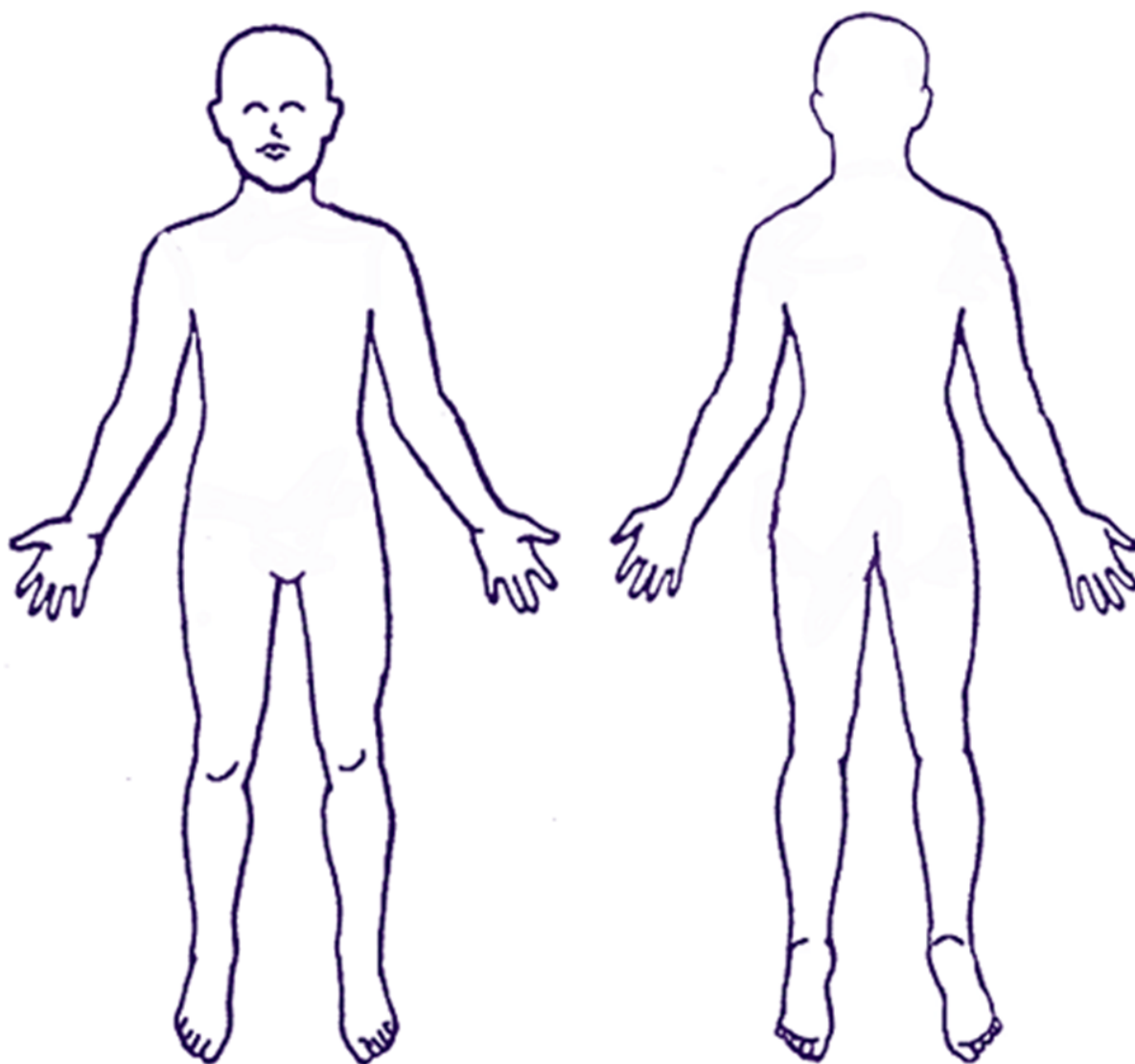
As soon as form has been completed take to CP Lead or AHoS

Name of student:		DOB:		Reg:
Staff member completing form:		Position in school:		
Location of meeting/referral/disclosure:				
Type of concern/disclosure				
Emotional <input type="checkbox"/>	Physical <input type="checkbox"/>	Sexual <input type="checkbox"/>	Other <input type="checkbox"/>	Neglect <input type="checkbox"/>
Where did the event take place				
At home <input type="checkbox"/>	At school <input checked="" type="checkbox"/>	Outside of School/Home <input type="checkbox"/>		Social Media <input type="checkbox"/>
Nature of concern/disclosure				
Please include where you were when the child made a disclosure: What has happened to the child to make a disclosure? Where did it happen? When (<i>date and time</i>)?				
How did it happen; Please provide a full and detailed account of the incident that has taken place. <i>(Please use facts and write in the students words)</i>				

Was there an injury? Yes <input type="checkbox"/> No <input type="checkbox"/>		Did you see it? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Describe the injury:			
Was anyone else with you? Who?			
Has this happened before?		When?	
Did you report the previous incident?		When?	To whom?
Who are you passing this information to?			
Name:			
Position:			
Your signature:			
Action taken by staff member completing concern/disclosure form:			

Appendix 1**Cause for Concern Form (Page 2) – Body Map**

This body outline can be used to record marks and/or bruises and the date of occurrence or observation and should be kept in the Child Protection File of the child.



Appendix 2

MASH Consultations and Online Referral Form If a case is already allocated within Hackney Children and Families Services, please contact the child's allocated unit to discuss your concerns.

If you are worried about a child who is not open to Hackney Children and Families Services, where you feel your concern is urgent and you need to speak to a social worker to agree a plan of action today, please call MASH on 020 8356 5500 or email MASH@hackney.gov.uk:

- the phone line is open 9am to 5pm Monday to Friday, excluding bank holidays
- outside of these hours, please contact the Emergency Duty Team on 020 8356 2710

If you're unsure about what support a child and family needs, or whether you should make a referral to MASH, please call MASH and ask for a consultation with a member of the team.

How does the consultation line work?

- it's for professionals only
- for cases that are not already open to the Council's service
- you must have consulted your designated safeguarding lead first
- you will need to use the usual MASH number – 020 8356 5500 – and ask for a consultation
- experienced members of staff from MASH will respond
- MASH will listen to your concerns and offer advice and guidance about the most appropriate next steps – their advice may include:
 - a request for you to have further conversations with the child and family about the concerns and – with their consent – other members of the family's network
 - a written referral to MASH
 - a referral to another service

MASH will keep a log of calls to monitor the consultation lines use, but calls will not be recorded on our files. It is important that anyone contacting MASH make their own agency records of discussions.

Referral form Please complete a MASH referral form if you wish to request either early help or statutory social work support for a family.

MASH referral form

Information submitted via the form will only be reviewed during office hours.

Please note, it is expected that you will have spoken to the family about the referral you are making to MASH, prior to contacting MASH, in all cases except where it is felt that doing so will place a child at immediate risk of harm.

All decisions in MASH about the most appropriate next steps for a child and family are made in line with the Hackney child wellbeing framework.

Appendix 3

Hackney Key Contacts and Guidance

Useful Contact Details:

- Hackney First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney 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): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/dbs

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

<https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.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 Guidance for Practitioners:

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

London Borough of Hackney Code of Conduct:

http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf

HLT Whistle Blowing Policy:

<http://intranet.hackney.gov.uk/article/2050/Whistleblowing-anti-fraud-and-corruption>

- Working Together to Safeguard Children March 2018
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00305-2010>
- Working together to Safeguard Children: Statutory Framework July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf
- Children Act 1989, Children Act 2004 and Education Act 2002
- Prevent duty for England and Wales 2015 - under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- City & Hackney Safeguarding Children Board The key statutory body for agreeing how organisations co-operate to safeguard and promote the welfare of children and young people in the City and Hackney. (currently transitioning to The City and Hackney Safeguarding Partnership.
- City and Hackney Safeguarding Children Board - guidance and procedures
<http://www.chscb.org.uk/protocols-guidance-and-procedures/>

- London Child Protection Procedures https://www.londoncp.co.uk/chapters/A_contents.html
- Safeguarding Children and Safer Recruitment in Education 2011
<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>
- Statutory guidance on making arrangements to safeguard and promote the welfare of children section 11 of the Children Act 2004 issued in 2007
<https://webarchive.nationalarchives.gov.uk/20130403214153/https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>
- Working together: transitional guidance July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722306/Working_Together-transitional_guidance.pdf
- Please also see 'What to do if you're worried a child is being abused' March 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings July 2019
<http://www.lscb.org.uk/wp-content/uploads/GSWP-May-2019-final.pdf>
- NSPCC guidance <https://www.nspcc.org.uk/>

Online Safety Information and support There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- NSPCC provides advice on all aspects of a school or college's online safety arrangements
- Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
- South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on, and an Online Safety Audit Tool to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- Department for Digital, Culture, Media & Sport (DCMS) Online safety guidance if you own or manage an online platform provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- Department for Digital, Culture, Media & Sport (DCMS) A business guide for protecting children on your online platform provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning **Support for children**
- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse

Parental support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Stopitnow resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Appendix 4

Notes to support the policy Children should be made aware that their problem will be dealt with as discreetly and privately as possible but that complete confidentiality can seldom be offered or guaranteed. Legal duties and responsibilities do override personal considerations. Adults have a duty to ensure that children are safe. Sometimes children talk to their friends or younger or more junior members of staff who they find more approachable. Whatever the source, the school policy is clear that the lead agency for investigating Child Abuse is the Social Care Department for the area where the child lives. Social Care cannot do their work if the school has not shared concerns with them.

Children often disclose abuse in individual meetings with tutors or mentors, and mostly disclose to an adult with whom they feel safe. Once a disclosure is made there can be a loss of control over events; children and staff members should be given support, and an opportunity to talk through feelings so that a balanced, professional approach is maintained. It is vital to ensure that learning and working continues to take place.

Parents as partners need to be aware of the school's policies and procedures and realise that they will not always be the first to know that their child has made a disclosure or an allegation. Sometimes parents will want to share difficult or sensitive information with the school. Any information regarding abuse should be conveyed to a member of the safeguarding team.

Being clear with parents from the outset that the school is bound by law to act in the best interest of children is the safest policy.

Contact with parents on sensitive cases should always be discussed with a member of the safeguarding team and only be initiated with the knowledge of a senior member of staff (DDSL/DSL level at least). The issue of whether to contact parents before informing Social Care of a concern is highly complex and can only be dealt with on an individual basis on the advice received from Social Care.

The school policy on communication with families makes this clear since this often can become a source of conflict and dispute.

Regarding the timing of contact with parents, there will need to be internal discussion between school staff and external professionals to determine the most appropriate course of action. Concerns in complex situations should be discussed with professionals in the statutory services who are specially trained and familiar with the dilemmas inherent in working with potentially violent and abusive situations. Sharing information is crucial to minimising risk. (Inquiries into child deaths almost invariably highlight failure to communicate between agencies as a key factor in failing to protect vulnerable children.)

The welfare of the child, the specific circumstances, and level of risk should be the determining factor when deciding whom to contact. Taking no action is seldom an option and should always be discussed with the Headteacher who is in loco parentis. Decisions made in this context should always be written down and filed in the child protection notes on children in school.

All conference notes and staff reports regarding individual children and child protection matters are kept in a locked filing cabinet, which is accessible only to those with designated responsibility, such as, a social worker, the Headteacher, and a member of the SLT. A safeguarding register of all children where there is a concern should be maintained and monitored regularly.

Recovery and learning The curriculum offer in PSHCE is linked to helping children from all backgrounds make informed choices about their current well-being and their future. Child Protection is just one aspect of a child's development that needs to be explored within the curriculum offer. There are a number of related issues, such as healthy eating, drug-abuse, sex-education, sexual exploitation, violence and the impact of mental and physical illness within families; all of these are sometimes relevant and so may need to be considered. Part of the message

to children who are being abused or who have been abused in the past needs to be that they can recover from that experience but that, most, if not all, need help in making that recovery.

The school curriculum offer aims to approach the above social education areas in a reasoned and calm manner and as part of life-skills and lifelong learning. If as a result of the classroom teaching a child puts themselves forward for help this also should be dealt with in a calm and rational manner; the fact that there is a school procedure and other agencies who will help should be made clear as soon as possible. That way the child is able to make an informed choice about seeking help.

Training is regularly provided to ensure that forensic evidence is not contaminated by leading questions or inadvertent statements: this is a complex and developing area of law, children have rights and these should be respected by school staff and external professionals who become involved. Abused people often complain that the process of disclosure is not always well managed and can add considerably to their feelings of distress and discomfort. It is important that all parties' rights and feelings are respected and that the child does not stop learning through the process of seeking help. This may require advocacy on the child's behalf.

Disclosure is often the first step towards recovery, the school's learning offer should include the clear message that recovery is possible and that learning and educational success will improve life chances. So far as is reasonably possible children should not lose contact with their safe adults until the process of recovery has started and is underway. Adults need training and support to moderate their feelings and responses at being involved in this potentially difficult and upsetting area of work.

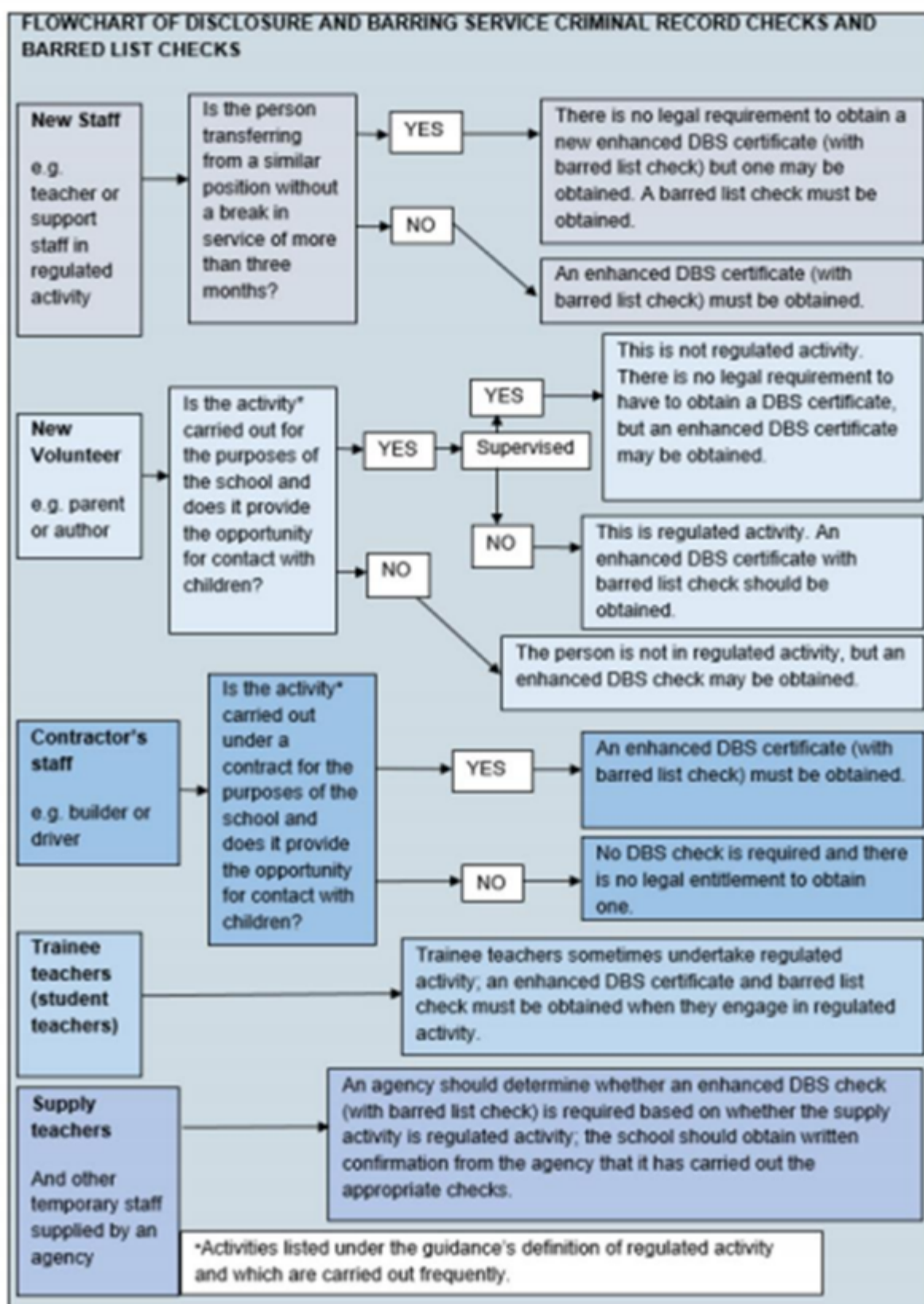
Given the links that are known to exist between abuse and under-achievement the school will insofar as it is possible will direct additional resources towards children who are the survivors of abuse and associated trauma, in the knowledge that it will speed and assist their recovery. (This requires linkage to the designated teacher for LAC/CiC.) Research evidence and public policy require that support be offered in a manner that is as sensitive and non-stigmatising as possible. Mentors, counsellors and allied external professionals need to work in close association with teaching staff to maximise learning opportunities for children who are recovering from abuse.

Some children may seek help and reassurance in relation to parenting and parenting skills. Abused children are sometimes fearful about how they will cope or respond to the task of being a parent themselves and this may require a specialist input to help them overcome their fears and anxieties. A balanced curriculum might reasonably be expected to assist them in this.

For some children specialist Child and Adolescent Mental Health Services (CAMHS) may need to become involved, parental involvement has been discussed within the framework of this policy. CAMHS settings require parental consent for referral. Some CAMHS settings will offer a pre-referral consultation. Links to therapeutic initiatives in the health and the voluntary sector are maintained in order to relieve pressures on school staff and resources.

Mentors and counsellors also have an important role to play in aiding children's movement into cohesive learning as they recover from abuse. More children disclose abuse in school than in any other setting.





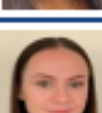
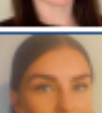

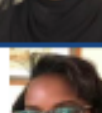
Appendix 5



Appendix 6

Haggerston School

Safeguarding contacts and procedures

Designated Safeguarding Lead Mr J. Truan B0.08 ext. 4530	
Deputy Designated Safeguarding Lead Ms K. Ramsey B0.05 ext. 4557	
Assistant to Head of School (Y 7) Ms H. Annan B1.32 ext. 4531	
Assistant to Head of School (Y 8) Ms L. Antoine B1.32 ext. 4554	
Assistant to Head of School (Y 9) Ms M. McNamara B2.19 ext. 4529	
Assistant to Head of School (Y 10) Ms T. Willing B2.19 ext. 4517	
Assistant to Head of School (Y 11) Ms R. Khan B2.34 ext. 4539	
Assistant to Head of School (Y12/13) Ms C. Forbes B1.18 ext. 4562	

Reporting safeguarding concerns: staff procedures

Inform the relevant safeguarding officer immediately. Record carefully conversations, concerns, and disclosures and pass to the relevant safeguarding officer.

Do not ask any leading questions of children.

If the child is at risk, a pupil's wish for confidentiality cannot be respected. Always share the slightest concern.

Appendix 7- Safeguarding Staff Supervision Arrangements

Purpose: Haggerston School must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for staff and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or wellbeing,
- Discuss any child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

Haggerston School is committed to ensuring that every member of our workforce receives good quality supervision on a regular basis. Professional supervision, whether for new or experienced staff or managers, is critical to the way in which this can be achieved.

Principles of supervision: Supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgement and discretion. Supervision should enable workers to:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager
- Proactively contributing to the organisational structure of the school to ensure consistency for staff and pupils e.g. through using school calendar daily and voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g. further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Joydens Wood Infant School e.g. through following the Whistleblowing Policy
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider school structure e.g. namely through the performance management cycle
- Contribute to research and use knowledge and experience to explore new ways of working • Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g. share experiences within the team through; staff meetings, feedback to teachers after lessons and challenging actions taken to safeguard children (as necessary and in keeping the school’s Child Protection Policy)
- Communicate with their line manager on issues that are identified in the school in relation to; policies, procedures, organisational factors and children’s wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

Staff involved in safeguarding work who might need safeguarding supervision	Who might provide safeguarding supervision
Designated Safeguarding Lead (DSL)	Headteacher (or another headteacher), A-Space counsellor
Deputy Designated Safeguarding Lead (DDSL)	DSL, A-Space counsellor, Line Manager
Heads of Year	DSL, A-Space counsellor, Line Manager
Assistant Heads of Year	DSL, DDSL, A-Space counsellor, Line Manager
SENCO/Inclusion Manager	DSL, DDSL, A-Space counsellor, Line Manager
Class teachers	DSL, DDSL, Heads of Year, Line Manager
Teaching Assistants	DSL, DDSL, SENCO, Inclusion Manager, Line Manager

Methods of supervision:

Internal supervision: Ideally safeguarding supervision should always be carried out by the named Designated Safeguarding Lead (DSL) in the school, but in larger schools this may need to be delegated to other key staff with safeguarding responsibilities, such as the Deputy Designated Safeguarding Lead (DDSL) and Heads of Year. Supervision for the DSL should be carried out by the Headteacher and supervision for the DDSL should be carried out by the DSL.

External supervision: This will be peer to peer supervision from a professional in another school, structure or other agreed supportive structure. The Headteacher should maintain oversight of any external arrangement, ensuring robust processes and be in a position to report on the effectiveness of the process to their governing body (whilst maintaining confidentiality on pupil names and that of their families). Supervision records should in this case be shared with the Headteacher who commissions the arrangement, in order to maintain oversight and ensure actions are followed through.

It is recognised, however, that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one sessions.

Group safeguarding supervision: In some cases it may be necessary to conduct a group safeguarding supervision. This is a session where there may be several staff involved in direct child protection/safeguarding work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

In group supervision the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision.

Unplanned or “ad-hoc” supervision: The pace of work and change and the frequency of supervision means that staff often have to 'check something out' with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work in schools where there are a lot of child protection concerns, will be working closely with their supervisor and often communicating daily about thresholds, decision making, disagreements between agencies etc.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- Any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate (see pro-forma 'Supervision Recording – Individual CYP/Family Record').
- Where supervisee and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

Frequency of supervision: Agreed and scheduled supervision sessions must be given priority over other activities and should not be cancelled unless there are exceptional circumstances which affect the core business of the organisation.

- 1-1 Supervision – to be undertaken once a term. Both parties are responsible for ensuring supervision occurs
- Group Supervision - team meetings every ½ term (6/7 weeks) (e.g. staff meetings and morning meeting)

Agenda for supervision: Each person in supervision will have their own style and approach, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener.
- Setting agenda – both parties to input.
- General offload and information sharing.
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Check core group meetings etc. attended, minutes received. Any drift and delay? Has this been acted upon? Step down arrangements in place and being monitored?
- Problem solving and finding solutions.
- Recognise and celebrate achievement.
- Job related resource and support needs.
- AOB.

Location/environment: Creating the right environment is an important element but we must accept that this is not always possible within school/college; however we should strive to:

- Have a quiet private space to allow for open discussion.
- Ensure a relaxed atmosphere possibly with refreshments.
- Try to avoid telephone interruptions.
- Prioritise this time and avoid interruptions.
- Make sure you keep to agreed starting and stopping times.
- Consider the time of day supervision is scheduled.

Confidentiality: It is important for staff to be comfortable in discussing all aspects of their work but there needs to be clarity as to what will happen to information discussed if it raises concerns about the practice of a particular member of staff or a child. Accordingly, any supervision policy must be compatible with the safeguarding children, allegations against staff and confidentiality policies within the school. Supervision records should be maintained confidentially and not be accessible to other school staff.

Supervision Contract: To effectively support the supervision process, the following areas will be discussed during the meeting. It is the Supervisor's and Supervisee's responsibility to be prepared for the meeting in relation to each of these aspects:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager

- Proactively contributing the organisational structure of the school to ensure consistency for staff and pupils e.g. through using school calendar daily and voicing any concerns/issues relating to this immediately
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEN, staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern e.g. further training, issues with staffing structure, issues with specific children
- Challenge constructively in the interests of children, families, staff and other professionals who are in contact with the children in the care of Joydens Wood Infant School e.g. through following the Whistleblowing Policy
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider school structure e.g. namely through the performance management cycle
- Contribute to research and use knowledge and experience to explore new ways of working
- Ensure peer and management review of professional decisions and to encourage mutual learning and development e.g. share experiences within the team through; staff meetings, feedback to teachers after lessons and challenging actions taken to safeguard children (as necessary and in keeping the school's Child Protection Policy)
- Communicate with their line manager on issues that are identified in the school in relation to; policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

Supervisor signature:

Date:

Supervisee signature:

Date: