



**THE HALL SCHOOL**

**Safeguarding and Child Protection Policy**

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**Policy ratified by:** SLT

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This policy is available on the School website and can be made available in large print or other accessible format if required.

## **CONTENTS**

### **Safeguarding Policy**

1. Introduction
2. Policy Statement, Principles and Aims
3. Good Practice Guidelines
4. Early Years Setting
5. Key Personnel
6. Covid Arrangements
7. Safer Recruitment
8. Abuse of Trust and Inappropriate Relationships
9. Children who may be particularly vulnerable
10. Complaints about Staff
11. Training
12. Health & Safety, Extended School Activities and Educational Visits
13. Curriculum
14. Photography and Images
15. Online safety
16. Policy and Guidelines for Visiting Speakers
17. Secure Premises
18. Monitoring and Review

### **Child Protection Procedures**

1. Recognising Abuse
2. Specific Safeguarding Issues
3. What to do if you suspect a child is at risk of significant harm
4. Taking Action: advice for staff
5. Reporting directly to Child Protection Agencies
6. Contacting the Police
7. Confidentiality and information sharing
8. Action by the DSL - Referral to CSCP
9. Children Missing from education
10. Peer on Peer Abuse, including Bullying and Sexual Violence and Sexual Harassment
11. Serious Violence
12. Confidentiality and information-sharing
13. Preventing Radicalisation
14. Related Safeguarding Portfolio Policies (for staff reference)
15. Key Service and Professional Contacts

Appendix 1 Further information on a Child Missing from Education

Appendix 2 Further information on Preventing Radicalisation

Appendix 3 Music Tuition

Appendix 4 Children who have a social worker

Appendix 5 Actions where there are concerns about a child

Appendix 6 Allegations against staff - procedure to be followed

Appendix 7 Visiting Speakers & Performers: Vetting Checks Policy and Guidelines

Appendix 8 School welfare concern information form

Appendix 9 Child protection record of concern information form

Appendix 10 Confirmation of receipt of Safeguarding and Child Protection Policy and induction training form

Appendix 11 Confirmation of receipt of Safeguarding and Child Protection Policy

## Safeguarding Policy

### 1. Introduction

Safeguarding and promoting the welfare of children is defined for statutory purposes 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 all children to have the best outcomes.

The core safeguarding principles applied at The Hall are:

- It is the responsibility of the School to safeguard and promote the welfare of children;
- Children who are and feel safe make more successful learners;
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review;
- Safeguarding policies will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is one of a number of policies relating to safeguarding at The Hall. This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by the *Children Acts 1989, 2004 and 2014*; the *Education (Independent School Standards) (England) Regulations 2011*, *ISI the regulatory requirements September 2019* and in line with government publications: *Working Together to Safeguard Children 2018*, *Keeping Children Safe in Education (Sept 2021)*, *The Prevent Duty Departmental Advice for schools and childcare providers (June 2015)*, *The use of social media for on-line radicalisation (July 2015)* and the London Local Safeguarding Children Partnerships (LSCPs) procedures. Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay.

The School and its staff form part of the wider safeguarding system for children. This system is described in *Working Together to Safeguard Children (July 2018)*, largely reflecting legislative changes introduced through the Children and Social Work Act 2017. The School works in a multi-agency safeguarding arrangement with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

As a relevant agency under the new Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, The Hall recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.

Governors, school managers and the senior leadership team will ensure these safeguarding arrangements are followed and that the school/college is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Head teacher members and/or the Camden Learning representative.

Full details of the arrangements can be found at: [https://cscp.org.uk/wp-content/uploads/2019/06/Camden-Safeguarding-Children-Partnership-Arrangements\\_Final\\_June\\_-2019.pdf](https://cscp.org.uk/wp-content/uploads/2019/06/Camden-Safeguarding-Children-Partnership-Arrangements_Final_June_-2019.pdf)

The policy applies to all pupils at the school including those in EYFS.

## **2. Policy Statement, Principles and Aims**

### **Policy Statement**

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

### **Principles**

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;
- All staff have an equal responsibility to act, in accordance with this guidance, on any suspicion, concern or disclosure that may suggest a child is at risk of significant harm.

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

A programme for the teaching of safeguarding including online safety is in place and delivered through the School's Life Skills/ PSHEE Curriculum.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and in accordance with the School's Safer Recruitment Policy; where staff from another organisation are working with pupils on another site, the School will have received assurances that appropriate child protection checks and procedures apply to those staff.

All pupils and staff involved in Child Protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance and statutory guidance in doing so.

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify assess and support those children who are suffering significant harm or who may suffer significant harm without appropriate intervention.

Where requested to do so, the School will allow access for local authority children's social care agency and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. In addition, the School will comply with any request to supply information to the Local Safeguarding Children's Partnership that it requires in order for it to perform its functions.

## Aims

- To provide all staff, including the DSLs, the Headmaster, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the School's commitment with regard to safeguarding children.
- The school/college will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.
- · Working together to safeguard children (DfE 2018)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- · What to do if you're worried a child is being abused (DfE2018) What to do if you're worried a child is being abused - Publications - GOV.UK
- · The London Safeguarding Children Board child protection procedures London Safeguarding Children Board: Child Protection Procedures
- · Keeping children safe in education (DFE 2021)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

## 3. Good Practice Guidelines

To meet and maintain our responsibilities towards children, all members of the School community (Governors, staff, pupils, parents and volunteers) are expected to adhere to the following standards of good practice:

- Treating all children with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decision-making which affects them;
- Encouraging positive and safe behaviour among children;
- Being a good listener;
- Being alert to changes in children's behaviour;
- Recognising that challenging behaviour may be an indicator of abuse;
- Reading and understanding all of the School's safeguarding and guidance documents on wider safeguarding issues, including: Professional Code of Conduct and Safe Working Practice, Anti-Bullying, Anti-Drugs, First Aid, Data Protection policies, and ICT AUP;
- Asking the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE or administering first aid;
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse.
- Being aware of **contextual safeguarding** which recognises the impact of the public/social context, their peer network, wider community and society in general on young people's lives and consequently their development and safety.

## **4. Early Years Setting**

### **Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The school will ensure that children taught in our reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **Safeguarding and child protection**

All safeguarding and child protection of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

· a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

### **Suitable people**

The school follows the safer recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "Guidance of the management of an allegation against a member of staff".

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

## Staff training, skills and supervision

The school ensures that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;

The school ensures that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

In our reception classes:

- class sizes will be limited to 18 pupils
- classes will be led by a qualified teacher supported by suitably qualified support staff.

For after school provision, adequate supervision is provided based on the age and needs of the children attending.

## Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner

## Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or

other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## **5. Key Personnel**

The Designated Safeguarding Leads (DSLs) within The Hall with responsibility for co-ordinating action to the school and liaising with other agencies are:

Senior and Middle Schools:

Senior DSL and Prevent Lead – Katie Bonham Carter (Deputy Head – Junior School)

Deputy DSL – Willem Steyn (Head of Senior School)

Deputy Head – Richard Gordon (Head of Middle School)

Junior School:

DSL – Katie Bonham-Carter (Deputy Head of Junior School)

Deputy DSL - Kevin Dobson (Head of Junior School)

Early Years Foundation Stage - Reception class

DSL – Dominique Shirbini, Head of Reception

Child Protection Governor and Prevent Lead Governor for the School – Victoria Bingham

Chairman of Governors – Anthony Fobel

## **Roles and responsibilities in Managing Safeguarding & Child Protection**

### **All Staff**

All staff have a statutory responsibility to:

- Have read at least part one of Keeping Children Safe in Education September 2021.
- Provide a safe environment in which children can learn;
- Be aware of systems, policies and procedures within the School which support safeguarding including the behaviour policy and whistleblowing procedures;
- Understand that everyone has a responsibility for safeguarding. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- Understand the role of the DSL and know the identity of staff with safeguarding responsibilities.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed.
- Be aware of the safeguarding response to children who may go missing from education.
- Work with the DSLs and, if required, to support social workers to take decisions about individual children.
- Attend appropriate safeguarding, child protection and prevent training at INSET, by appointment and subsequent refresher training at 3-yearly intervals.



- The School is committed to utilise the knowledge and expertise of the staff to shape and develop the safeguarding arrangements and child protection policy.

## **DSLs**

During term time the DSL (or a deputy) should always be available during school hours for staff in the school to discuss any safeguarding concerns.

The broad areas of responsibility for the three DSLs are outlined below:

### *Managing referrals*

- Refer all cases of suspected abuse to the local authority Children's Social Care (CSC) and:
  - The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
  - Police (cases where a crime may have been committed).
- Act as a source of support, advice and expertise to staff on matters of safe working, safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. To always be available to discuss safeguarding concerns.
- To be responsible for online safety along with the Hall's online safety officer.
- Attend and/or contribute to child protection conferences in accordance with local procedure and guidance.
- Coordinate the school's contribution to child protection plans.

### *Training*

The DSLs and Deputy DSLs will receive appropriate safeguarding, child protection and prevent training carried out every two years (or more often, as necessary) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Be alert to and support the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures and the Code of Safe Working Practice;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them;
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

The DSL will ensure that:

- All staff have received the required training and have signed to indicate that they have read and understood this policy, the Code of Safe Working Practice and Part One and KCSIE;
- All staff are re-trained as and when required and that an accurate record of staff attendance of induction and refresher training is maintained. For all staff Level 1 training is on three-year cycle and for Level 2/3 training on a two year cycle. The DSL will also provide annual training and termly updates to staff.
- All staff know who are the DSLs and Deputy DSLs.

### *Raising Awareness*

The DSL will ensure the School's policies are known and used appropriately:

- Ensure the School's Safeguarding and Child Protection Policy and Professional Code of Conduct and Safe Working Practice are reviewed annually and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and keep the head teacher/principal and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Partnership policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- Ensure the Safeguarding and Child Protection Policy is available publicly (through the School web-site) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this;
- Develop effective links with relevant statutory and voluntary agencies and in particular links with the local LSCPs, to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where a child with a child protection plan leaves the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, and that the child's social worker is informed;
- Notify CSC if a child with a child protection plan is absent for more than two days without explanation;
- have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs;
- liaise with the SENCO when considering any safeguarding action for a child with special needs;
- raise awareness with staff on how children's vulnerabilities and exposure to neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes;

- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- Consider how children may be taught about safeguarding and radicalisation, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Computing and Life Skills lessons;
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School has a separate Missing Pupil Policy.
- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- oversee child protection systems (CPOMS) including the management of records, standards of recording concerns and referral processes;

## **Deputy DSLs**

The deputy DSLs are trained to the same level of the DSLs and, in the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of children. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

## **Governing Body**

It is the Governing Body's overall responsibility to ensure compliance with child protection statutory requirements. The Governing Body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of Safeguarding practice at the School enables the Governing Body to ensure compliance with current legislation and to identify areas for improvement.

The Governing Body will ensure that:

- That as a governing body they are equipped with knowledge they require to fulfil this function in relation to their safeguarding responsibilities;
- All members of staff understand their safeguarding responsibilities;
- Safeguarding and a report from the Headmaster is a standing item on the agenda of each termly meeting of the governors;
- There is an effective and statutorily compliant child protection policy and procedures in place, together with a staff code of conduct (The Professional Code of Conduct and Safe Working Practice) and that these are provided to all staff (including temporary staff and volunteers) on induction;
- DSLs are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- The School contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018 through effective implementation of the child protection policy and procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCPs (Camden and London);
- A member of the Governing Body is nominated to:
  - have oversight of child protection matters;
  - liaise with the local authority and/or partner agencies on issues of child protection;

- instigate the annual review of this policy;
- handle allegations of abuse made against the Headmaster;
- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster (see part four of KCSIE September 2019 and Appendix 1 of this document);
- The School also has procedures in place to handle allegations against other children;
- The School operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance as per KCSIE September 2019 and the School's Safer Recruitment policy;
- The School operates an effective training strategy that ensures all staff receive child protection training, with refresher training at three-yearly intervals as well as being provided with regular updates;
- The DSLs receive refresher training at two-yearly intervals as a minimum;
- An annual review of safeguarding and the prevention of radicalisation is instigated, carried out and approved and that the minutes of Governing Body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding. The governor with responsibility for this area meets with the DSLs and reviews the policy and its implementation. As part of the review the governor with responsibility meets with staff and pupils to ensure they are aware of the policy and procedures. In addition, a termly update is provided by the Headmaster outlining any activity relating to safeguarding and child protection;
- Any weaknesses or areas of concern will be rectified without delay and reported as rectified to the Governing Body;
- Appropriate safeguarding responses are in place to deal with pupils who go missing from the School (see Missing Pupil Policy), in particular any pupils who go missing on repeat occasions;
- Any serious incident that has resulted or could result in a significant loss of funds or a significant risk to the School's property, work, beneficiaries or reputation is reported to the Charity Commission immediately, including any suspicions, allegations or incidents of abuse or mistreatment of vulnerable beneficiaries. In particular, if:
  - there has been an incident where the beneficiaries have been or are being abused or mistreated while under the care of the School or by someone connected with the School such as a Governor, member of staff or volunteer;
  - there has been an incident where someone has been abused or mistreated and this is connected with the activities of the School,
  - allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place there are grounds to suspect that such an incident may have occurred.

## **6. COVID arrangements**

### **Keeping children safe**

All staff will continue to have appropriate regard to KCSIE and keep our pupils safe. Although our school operating in response to coronavirus continues to be different to business as usual, as more children return, our safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy will be available

- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

## **Child Protection Policy**

As pupils return to school- it is important that staff are proactive to:

- identify new safeguarding concerns about individual children as they see them in person following partial school closures
- Remember that if they have any concerns about a child, including new concerns where children are returning, they should contact the DSL and record on CPOMS
- Act immediately on any safeguarding concerns, including new concerns where children are returning

The DSLs will ensure that they:

- Reflect on the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate on CPOMS. They will ask parents and carers to advise them of any changes regarding welfare, health and wellbeing concerns that they should be aware of before a pupil returns
- Continue to inform staff what they should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of [KCSIE](#) will continue to support how a school responds to any such concerns)
- Follow the approach to protecting vulnerable children (see below for further details on vulnerable children)
- Continue to inform staff that they should record any concerns of peer on peer abuse on CPOMS and inform AC or KBC
- Consider what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed (see below for further details covering online safety)
- Follow any updated advice received from the local safeguarding partners.
- Follow any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- Recognise the continued importance for school staff to work with and support children's social workers and any other relevant safeguarding and welfare partners

## **Designated Safeguarding Leads (DSLs)**

DSLs can be contacted via phone, email or online via Teams or Zoom. All staff will continue to have access to CPOMS.

DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, webinars, newsletters and professional advice groups.

We recognise that our school will face unique challenges at this time, including as we welcome back pupils. Where reasonably possible and where relevant, the DSLs will consider these challenges in a child protection context as appropriate.

## **Identification of Vulnerable Children**

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

## **Attendance**

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. It is expected that educational providers and other relevant partners will work with and support the relevant families and pupils to return to school where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#))
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England) Schools should continue to notify social workers where children with a social worker do not attend. They should also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.
- To support the above, our school will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

All existing school staff have had safeguarding training and have read part 1 of [KCSIE](#). Where new staff are recruited, they continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of [KCSIE](#).

## **Children Moving Schools**

The DSL will continue to provide next schools with any relevant welfare and child protection information. This is especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the virtual school head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection

plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible virtual school head is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will happen at DSL level, and likewise between special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools must continue to have appropriate regard to data protection law, that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76 to 83 of [KCSIE](#).

## **Mental Health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, our school will ensure appropriate support is in place for them.

Our school will identify pupils who might need additional support and put this support in place. Our school's Mental Health Policy and guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances will include existing provision in the school through GoTo and from specialist staff (school counsellor) or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of pupils' work.

As pupils return to school, we will continue to provide a safe online environment for those who remain at home. Appropriate filters and monitoring systems are in place to protect children when they are online on our school system. Our ICT department has the technical knowledge to maintain safe IT arrangements and we are aware of guidance from:

The [UK Council for Internet Safety](#)

Internet Matters [vulnerable children in a digital world-report](#)

The [UK Safer Internet Centre's professional online safety helpline](#),

email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.

The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.

## **Children and Online Safety Away From School**

All staff are expected to do what they reasonably can to keep our pupils safe. Whilst most pupils will attend school, others may continue to stay at home and, in many cases, will be continuing to engage with school work online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and as required the police.

## Remote Education

The DoFE has provided [guidance on safeguarding and remote education](#) to support schools and colleges plan lessons safely. [Case studies](#) are available for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

Remote learning at The Hall is via Teams and GoTo Meeting and all staff are aware of guidance and expectations. [https://hallschool-my.sharepoint.com/personal/a\\_cooper\\_hallschool\\_co\\_uk/Documents/Safeguarding%20Remotely.pptx?web=1](https://hallschool-my.sharepoint.com/personal/a_cooper_hallschool_co_uk/Documents/Safeguarding%20Remotely.pptx?web=1)

## Virtual lessons and live streaming

Whilst there is no expectation that teachers should live stream, our school has taken approaches that best suit the needs of our children and staff and most lessons are interactive via GoTo Meeting or Teams.

## Online safety

All staff are expected to continue to consider the safety of their pupils when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's staff code of conduct should be followed. This policy amongst other things includes acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) published by the Safer Recruitment Consortium has helped to satisfy that our staff behaviour policies are robust and effective.

We continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process ensures that pupils who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to school, staff also signpost children to age appropriate practical support from the likes of:

[Childline](#) - for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

Staff at school are in regular contact with parents. These communications continue to be used to reinforce the importance of pupils being safe online. It is especially important for parents to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from school their child is going to be interacting with online.

Parents may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, we emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

[Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online  
[Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations



[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

[Internet Matters](#) provides 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

[London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

[Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation

[UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:

[support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying

[support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

## **7. Safer Recruitment**

The School is committed to safer recruitment and the School's HR department are responsible for implementing these practices. See the School's Safer Recruitment Policy and Safer Recruitment Manual for further details. Each member of staff that is appointed will sign a self-declaration regarding 'Disqualification by Association' before the appointment is confirmed. The form is then completed on an annual basis by all staff.

## **8. Abuse of Trust and Inappropriate Relationships**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. The Professional Code of Conduct and Safe Working Practice sets out the expectations in this respect.

## **9. Children who may be particularly vulnerable**

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs. It is understood that such children can be prone to peer group isolation and that additional pastoral support may be required;
- living in an identified domestic abuse situation;
- affected by known parental substance misuse;
- asylum seekers;
- living away from home;

- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity,
- religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language;
- ‘Looked After’ Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

## 10. Complaints about staff

The School's complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. The complaints procedure is available to all parents, pupils and staff via the School Policies page of the school's website. Complaints from staff are dealt with under the school's Whistle Blowing (Appendix 10), Complaints and Disciplinary and Grievance procedures.

The procedure in Appendix 5 will apply if there is an allegation that a teacher or other member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment will be informed. Complaints from staff are dealt with under the school's Whistle Blowing, Complaints and Disciplinary and Grievance procedures.

The school gives guidance to staff about their duty to report low level concerns, including concerns regarding the behaviour of a member of staff towards children (i.e. concerns that fall below the threshold for mandatory reporting to the local authority).

It is recognised by the school that:

- The method of commencing abuse often includes the erosion of boundaries, slow progression to abuse, use of trust and authority, meeting the child's needs (including physical and emotional), and developing relationships with the child's family.
- There seems to be a 'slippery slope' of boundary violations towards abuse and that there are many stages on the slippery slope towards the breach of a boundary within a relationship. Sometimes initial infringements are part of a grooming process but at other times they are made innocently and with good intention. However, once boundaries are breached (e.g. inappropriate conversations or other communications, inappropriate physical contact, social contact outside school and favouritism) it then becomes more difficult to restore the relationship to one in which proper boundaries are respected.
- Serious case reviews in the sector repeatedly indicate that staff, parents and parents were often aware of individual incidents of inappropriate behaviour but that there was a failure to 'join the dots' and take appropriate action. Concerns were not voiced; incidents were viewed in isolation and as too low level to require reporting.

- A series of low level concerns may cumulatively meet the mandatory reporting threshold and need to be reported to the local authority as such. The “low level concerns” guidance given by the school informs staff that:
- Whilst the concern may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.
- The behaviour may have been innocent but the member of staff may need to be given guidance to understand why it was inappropriate and should not happen again

## **11. Training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff, including temporary staff and volunteers, and Governors will receive training on appointment as part of their induction prior to the start of the term that they join the school, overseen by the DSL, that includes:

- this policy
- the Professional Code of Conduct and Safe Working Practice
- the Behaviour, Rewards and Sanctions Policy
- the Whistleblowing Policy
- the identity of the DSLs and deputies and
- a copy of Part One of KCSIE (September 2021).

All staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents.

All staff will be required to sign to confirm that they have read any updates of this document.

All staff, including the Headmaster and Governors will receive child protection training that is updated regularly and at least every three years in accordance with the Camden Safeguarding Children Partnership guidance. Such training, when arranged, takes priority over all other commitments.

The DSLs and deputies will receive training updated at least every two years, including training in inter-agency procedures, safer recruitment and the Prevent Duty. Such training, when arranged, takes priority over all other commitments.

## **12. Health & Safety, Extended School Activities and Educational Visits**

The School’s Health & Safety and Educational Visits procedures are set out in separate documents and reflect the consideration given to the protection of our children both physically *within* the school environment and *away from* the school when undertaking school trips and visits.

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School’s staff responsible for arranging the services or activities will confirm that the service or activity providers have appropriate procedures in place, including relevant risk assessments and Safer Recruitment procedures.

When our children attend off-site activities, including those abroad during school trips, we will check that effective child protection arrangements are in place. All Hall staff are bound by the school's Educational Visits Policy when arranging and organising off-site trips.

On residential trips it is the responsibility of the Group Leader to ensure that The Hall School Safeguarding and Child Protection policy and guidelines are applied. A protocol for dealing with an incident on a trip is in place. For each residential trip a duty DSL will be identified as a point of contact for the Group Leader during the trip.

The nature of the accommodation and sleeping arrangements will be checked at the time of booking a trip. Any queries relating to the accommodation should be discussed with the Education Visits Co-ordinator. Sleeping arrangements should be organised with care and take into account pastoral / behaviour considerations.

If hosted accommodation is arranged by the school, then the school is considered as a 'regulated activity' provider and as such an enhanced DBS check should be obtained for the host. If accommodation is not directly arranged by the school but it facilitates an arrangement directly between families, then such an arrangement can be considered a private arrangement and the hosting is therefore not considered to be a 'regulated activity'.

In both situations it is expected that sufficient information will be provided to parents and pupils about the arrangements, including details of what is in place to support pupils who have concerns about their safety.

In particular, in cases of exchange visits where pupils are accommodated by host families of the exchange school, the Group Leader responsible for organising the visit is required to ensure that appropriate checks are in place and a record kept of the details of such checks.

### **13. Curriculum**

The Hall acknowledges the important role that the curriculum can play in teaching children to keep themselves safe, for example, the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship.

It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. The curriculum includes teaching Life Skills (including Relationships and Sex education) and on-line safety.

As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

The Hall will work with partners to promote a 'healthy school' status through the curriculum.

### **14. Photography and images**

Where the school uses photographs and videos of pupils for publicity purposes, for example on our website, images are carefully selected so that individual pupils cannot be easily identified. It is recommended that group photographs are used.

Where photographs or videos of children are used, written permission is obtained first from their parents or carers, who should be informed of the purpose of the image and where it will appear.

Staff are made aware that photographs/digital videos of pupils may only be used if

parental permission for this has been gained. Class teachers are given a list of pupils with photography permission at the beginning of each school year. Images / videos of individual pupils taken by members of staff should not be shared externally, even informally with the subject's parents.

Children's names are never published where their photograph or video is being used.

Staff ensure that children are suitably dressed to reduce the risk of inappropriate use of images.

Images are securely stored only on the school's computer system and all other copies deleted.

Stored images should not be labelled with the child's name and all images held of children should be deleted once the child has left the school.

Staff should not use personal devices to take photographs of pupils.

Parents are informed that although they may take photographic images of school events that include other children, it is on the understanding that these images are for personal use only and will not be published on the internet or social networking

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Code of Safe Working Practice.

## **15. Online Safety**

The Hall Recognises that the use of technology has become a significant component of many safeguarding issues and that an effective approach to on-line safety empowers our school to educate the whole school community in their use of technology and has mechanisms to identify, intervene in and handle incidents that occur. Pupils have access to a secure wifi connection which has appropriate filters and enables activity to be monitored and acted upon.

The school's Professional Code of Conduct and Safer Working Practice and the ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

Pupils receive guidance on safe use of the web (including anti-bullying) through computing lessons and the Life Skills curriculum and in year group assemblies. Cyber-bullying by children, via texts including sexting, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the School Anti-Bullying Policy and disciplinary procedures. It is recognised that abuse can take place wholly online or technology may be used to facilitate offline abuse.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour including the potential for radicalisation in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent information evenings to help parents understand the possible risks.

Filtering and monitoring systems are in place on the IT system as part of the School's online safety policy. The School also has a clear policy on the use of mobile technology and while pupils may bring phones in to school they are to be turned off during the day and only used with permission of a member of staff.

Please see Online Safety Policy.

## **16. Policy and Guidelines for Visiting Speakers**

As part of providing the broadest possible education for our pupils we frequently have visiting speakers visit the school to provide a range of lectures, to lead workshops and to contribute to the delivery of the curriculum.

The Counter-Terrorism and Security Act (2015), places a duty on the School to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

The use of an external speaker, whether invited by staff or pupils, should be carefully planned for and the speaker should be given clear guidance on this policy and guidelines. It is essential that they are made aware of the ethos and values of the school and our commitment to British Values.

Please see The Visiting Speakers and Performers: Vetting Checks, Policy and Guidelines.

## **17. Secure premises**

School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

There is a ‘Sign In’ visitor information system in the Senior School and the Junior School. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff. All visitors will be given a name badge with their name and photograph.

The School has a protocol for visiting speakers in place which ensures that that any speakers are suitable and that measures are in place to provide appropriate supervision.

All visitors to school will receive a Visitor information booklet that gives up to date safeguarding information.

Unidentified visitors will be challenged by staff and reported.

### **Use of the school premises by other organisations**

School will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if:

- the school’s articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- the following reasonable and due diligence checks are taken out on the organisation by the school;
  - an internet search on the organisation

- checks with Camden’s Community Groups and Schools Consultant (020 7974 7319)
  - checks with Prevent Education officer (020 7974 1008)
  - checks with Camden Community Safety and the local police (020 7974 2915)
- the hiring of school facilities also comes with the responsibility to check that appropriate safeguarding arrangements are in place.

## **18. Monitoring and review**

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

In addition, the DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. The DSL will report to the Governors termly and will highlight the number of safeguarding incidents, the number of referrals to outside agencies, the number of case conferences along with details of any training.

The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged. The review will include discussion with the DSLs, meetings with staff and pupils, review of training records and documentation relating to individual children. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay and reported as having been rectified to the Governing Body.

## **Child Protection Procedures**

It is important that a child at risk or in need, receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve and share information quickly.

### **1. Recognising abuse**

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone.

All staff need to be aware and sensitive to the safeguarding issues that may emerge as a result of peer to peer abuse. This may be in the form of bullying (including cyber bullying), gender based violence, sexual assault and sexting. This form of abuse will not be tolerated or considered as possible “banter” or “part of growing up”. Peer on peer abuse will be managed through the School Anti-Bullying Policy and disciplinary procedures. Victims of peer on peer abuse will be supported through the normal pastoral channels with the assistance of the School Councillor and external agencies if required.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE.

## **Types and signs of abuse**

### **Indicators of abuse**

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

### **Physical 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

## **2. Specific Safeguarding Issues**

### **Sexual Violence and Sexual Harassment**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### **Neglect**

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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can place children in danger.

All staff need to be aware and sensitive to the safeguarding issues that may emerge as a result of peer to peer abuse as previously outlined.

KCSIE also recognises the following as a specific safeguarding issue. Links to a number of expert and professional organisations who are best placed to provide up-to-date guidance can be found in KCSIE 2021.

### **Serious Violence and Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Child criminal exploitation - county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

Domestic violence and abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between family members or intimate partners. The abuse can encompass, but is not limited to psychological, physical; sexual; financial; and emotional issues. Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Female genital mutilation (FGM)**

While the School is a boys' school, staff occasionally work with girls as part of our community programme or when working with girls from SPGS. Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines and chapter 9 of those guidelines focuses on the role of schools and colleges. If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place 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.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead who will involve children's social care as appropriate.

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) and staff can also call 0800 028 0285 from 8am – 8pm or email ([help@nspcc.org.uk](mailto:help@nspcc.org.uk)). Staff can also access broad government guidance on a range of safeguarding issues via the GOV.UK website.

Hall staff who work directly with children are also aware of the following specific forms of abuse and safeguarding issues:

- Children with family members in prison
- Homelessness
- So-called 'honour-based' violence

### **3. What to do if you suspect a child is at risk of significant harm**

If a member of staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL as soon as possible.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their attitude to work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use CPOMS to record these early concerns and assign it to the DSL immediately. If the child does begin to reveal that they are being harmed or is at risk of significant harm you should follow the advice in the section **'If a child discloses information to you'** below.

### **If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Follow the procedure outlined below: Taking action: advice for staff
- Write up your conversation as soon as possible on the record of concern form and hand it to the DSL and enter into CPOMS.
- Seek support if you feel distressed.

A record of concern form is provided in Appendix 7 of this document.

### **4. Taking action: advice for staff**

Key points to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 999;

- Report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 2 should be followed;
- If the DSL is not available, ensure the information is shared with the deputy DSL (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See paragraph 5 below.
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete and submit a welfare concern form or a child protection record of concern as appropriate – see Appendix 6 or 7, and enter concern on CPOMS
- Seek support for yourself if you are distressed.

Appendix 4 provides a flow chart setting out the process for staff when they have concerns about a child.

## 5. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined above. However, they may also share information directly with CSC, police or the NSPCC if:

- The situation is an emergency and the DSL, their deputy, the Headmaster (as appropriate) and/or the chair of governors are all unavailable;
- They are convinced that a direct report is the only way to ensure the child's safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the DSL or a deputy DSL (or the most senior person in the School), a referral should be made to CSC immediately. Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Children and Families Contact Service Single Point of Access team at Camden in the first instance for advice on how to refer [LBCMASHamin@camden.gov.uk](mailto:LBCMASHamin@camden.gov.uk) or 020 7974 3317 (you may be referred to another Local Authority team): for out of hours / weekends).

The SPA team will require basic information from you such as your name, your address and details of the child that you have a concern about.

This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.

## 6. Contacting the police

In the event that a criminal offence takes place on the school/college premises or police assistance is needed to deal with incidents, the school/college will follow the guidance set out in the NSPCC guidance *When to call the police*.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The school/college will ensure that the school/college receives all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school/college.

## **7. Confidentiality and information sharing**

### **Notifying parents**

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

- All information obtained by school/college staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent unless there are safeguarding concerns that need to be shared with CSSW/MASH and parents refuse consent or seeking consent would place the child at further risk.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team social worker.

## **8. Action by the DSL - referral to CSC**

The DSL (or in their absence, the deputy DSL) will make a referral to CSC immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies, the DSL will still liaise with CSC and, depending on their advice, will complete a Common Assessment Framework (CAF) form to recommend assessment/referral of the pupil and/or his parents for appropriate social care services. The CAF form for pupils who live in Camden borough can be accessed [here](http://www.camden.gov.uk/ccm/content/social-care-and-health/services-for-children-and-families/file-storage/caf-sample).  
(<http://www.camden.gov.uk/ccm/content/social-care-and-health/services-for-children-and-families/file-storage/caf-sample>)

If pupils are resident in other boroughs; in these cases a CAF form should be obtained by contacting local children's services team for the borough of residence. If there is room for doubt as to whether a referral should be made, the DSL will consult with CSC on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to CSC will be made without delay.

## **9. Children Missing from Education**

Staff are aware that children going missing particularly repeatedly, can act as a vital warning sign of a range of safeguarding problems, for example abuse and neglect which may include sexual abuse or exploitation and child criminal exploitation). It may indicate mental health problems, risk of substance abuse or risk of travelling to conflict zones. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child

going missing in future. Hall staff are aware of the school's unauthorised absence and children missing from education procedures (see Attendance and Registration Policy). Please see the School's separate *Children Missing from Education Policy* for further details.

## **10. Peer on Peer Abuse, including Bullying and Sexual Violence and Sexual Harassment**

All staff should be aware that safeguarding issues can often manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: physical abuse of any kind; emotional abuse; sexually harmful behaviours; bullying (including cyber bullying), gender based violence/sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery), initiation/hazing type violence and rituals, prejudiced behaviour, teenage relationship abuse.

All staff should recognise the gendered nature of some types of peer on peer abuse (that it is, in certain situations more likely that girls will be victims and boys perpetrators), 'Upskirting' typically involves taking a picture under a person's clothing without them knowing and is now a criminal offence. However, all peer on peer abuse is unacceptable and will be taken seriously. Bullying is a subset of abuse that can take different forms, including: physical, emotional, verbal, ostracism, homophobic and gender-related bullying and/or cyber bullying (which includes abusive messages posted online or sent by SMS or email or via other means using technology).

The School is committed to doing all it can to prevent and put a stop to peer on peer abuse in all of its forms and to ensuring that all staff, pupils and parents uphold this commitment and to ensuring that they receive the appropriate education and training to understand and implement the School's policy and procedures with regards to peer on peer abuse. This commitment extends to reviewing incidents of peer on peer abuse so as to learn lessons.

Staff should always be clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The School is determined that no kind of bullying or peer on peer abuse will be tolerated by pupils, parents or staff at the School. The School's Anti-bullying policy can be found on the School intranet and website.

Staff training will include how to manage a report or disclosure of peer on peer abuse, including child on child sexual violence and sexual harassment. See section 2 of the Child Protection Procedures for further information on managing disclosures. Staff will be made aware of the harm caused by bullying through anti-bullying training and of the harm caused by other types of peer on peer abuse through safeguarding training and will use the school's anti-bullying and safeguarding procedures where necessary.

Pupils will be made aware of the harm caused by bullying and other forms of peer on peer abuse, and the procedures the school has in place to minimise the risk of peer on peer abuse, through Life Skills/PSHEE, SRE, tutors and the assembly programme. Indicators that a child may be being abused or harmed by a peer overlap with other indicators of abuse, which can be found at Appendix 1 of this Safeguarding Policy, which also provides information about those of our pupils who are more likely to be particularly vulnerable to abuse of any kind.

All School staff, pupils and parents must be aware that engaging in bullying behaviour or condoning or failing to challenge or report bullying would lead to the application of child protection procedures (including, as necessary, the involvement of other agencies such as the police and CSC), and in the case of a member of staff being complicit, or otherwise involved, in bullying behaviour, to the application of the procedure in Appendix 3 of this policy.

The safeguarding team and the Senior Leadership Team, will take all necessary action to ensure victims, perpetrators and any other child(ren) affected by peer on peer abuse receive appropriate

support through thorough investigation, appropriate disciplinary, remedial and/or preventative action, detailed record-keeping and regular review of any situation in which peer on peer abuse is suspected or known to have taken place, in accordance with procedures laid out in the Anti-bullying Policy; Behaviour, Rewards and Sanctions Policy; Risk Assessment Policy, and this policy. If there is a concern that a child is at risk of serious harm from bullying behaviour or peer on peer abuse, a referral will be made to CSC and/or the LADO and the School's Child Protection Procedures will be followed; the police will be informed in cases of serious harm.

The DSL and deputy DSLs will be familiar with and follow the advice contained in Para 5 of KCSIE in cases where sexual violence and/or sexual harassment is suspected, reported or disclosed.

## **11. Serious Violence**

All staff will be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime.

## **12. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, the deputy DSL or Chair of Governors (depending on the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The School will co-operate with police and CSC to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (March 2015).

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and CSC to agree the information that should be disclosed and to whom.

## **13. Preventing Radicalisation**

The Counter-Terrorism and Security Act (2015), places a duty on the School to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). School staff should be aware of and able to recognise engagement, intent and capability factors which indicate that a person may be vulnerable to being drawn into terrorism. Further general guidance can be found here. Home Office Prevent eLearning: <http://www.elearning.prevent.homeoffice.gov.uk/>  
<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>  
<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Concerns about a pupil thought to be at risk of radicalisation or of being drawn into terrorism must be referred in accordance with the school's safeguarding procedures: staff must report concerns immediately to the DSL or the Deputy DSL in the first instance; advice will be sought from CSC and a referral will be made where this is deemed necessary.

Additionally, staff can also contact the local police force or dial 101. The police can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has also dedicated a telephone helpline (020 7 340 7264) to enable



staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Further information is contained in Appendix 1 of this policy

#### **14. Related safeguarding portfolio policies (for reference)**

The following documents are available to staff and some are also made available via the website.

- Safeguarding & Child Protection policy
- Child Protection record of concern information form
- School welfare concern information form
- Confirmation of receipt of Safeguarding and Child Protection policy and induction training
- Anti-bullying policy
- Behaviour, Rewards and Sanctions Policy
- Professional Code of Conduct and Safe Working Practice
- Complaints procedure
- Data protection policy for pupil data
- Data protection policy for staff
- Drugs policy
- First Aid Policy
- HR Safeguarding Handbook
- ICT Acceptable Use Policy
- Keeping Children Safe in Education
- Missing Pupil Policy
- Staff grievance, lack of capability and disciplinary procedures
- Safer Recruitment Policy
- SEN Register - available on iSAMS
- Whistle blowing code for issues relating to children and young people

#### **15. Key service and professional contacts**

**Brent**

Telephone: 020 8937 4300

Out of hours: 020 8863 5250

Fax: 020 8397 1986

Secure Email: [Family.FrontDoor@brent.gov.uk](mailto:Family.FrontDoor@brent.gov.uk)

Web link: <https://www.brent.gov.uk/services-for-residents/children-and-family-support/child-protection-and-care/child-protection/contact-our-protection-team/>

## **Camden**

Telephone: 020 7974 3317 (9.00am- 5.00pm)

Out of hours: 020 7974 4444

Email: [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)

Secure email: [LBCMASHadmin@camden.gov.uk.cjism.net](mailto:LBCMASHadmin@camden.gov.uk.cjism.net)

## **Children and Families Contact Service**

The Children and Families Contact Service is a multi-agency team that incorporates the Multi-agency Safeguarding Hub (MASH) team and the First Stop Early Help team. The Contact service is responsible for:

- processing all referrals and requests for children's social care services
- making decisions on the most suitable response based on the child's needs and the level of risk
- passing on referrals to the most appropriate service.

If you are worried a child or young person is at risk of, or has suffered significant harm, please contact the Children and Families Contact service. In cases of an emergency and immediate response, always contact the police on 999.

Phone: 020 7974 3317

Email: [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)

Out of office hours (after 5pm, weekends and bank holidays): 020 7974 4444

## **Haringey**

MASH Telephone: 020 8489 4470

MASH email: [MASHReferral@haringey.gov.uk](mailto:MASHReferral@haringey.gov.uk)

Out of hours: 020 8489 0000

LSCB Telephone: 020 8489 3145 / 5837

LSCB Email: [lscb@haringey.gov.uk](mailto:lscb@haringey.gov.uk)

## **Islington**

Telephone: 020 7527 7400

Out of hours: 020 7226 0992

Email: [CSCreferrals@islington.gov.uk](mailto:CSCreferrals@islington.gov.uk)

Secure Email: [CSCTr referrals@islington.gov.uk](mailto:CSCTr referrals@islington.gov.uk)

## **Westminster**

Telephone: 020 7641 4000

Out of hours: 020 7641 6000

Fax: 020 7641 7526

Email: [accesstochildrenservices@westminster.gov.uk](mailto:accesstochildrenservices@westminster.gov.uk)

Children's Safeguarding Contacts London – London Safeguarding Children Board  
([londonscb.gov.uk](http://londonscb.gov.uk))



**Camden  
Early  
Help**

Everyone needs a little help sometimes. If you're feeling worried about your child, or you want to make a change in your life, Camden Early Help is here for you, your children and your whole family.

- ▶ Free support service for families with children aged 0 to 19 in Camden
- ▶ Practical and emotional support with a range of life issues if they are starting to feel overwhelming
- ▶ Working with you and your family to help make whatever changes you want to make
- ▶ Helping you and your family develop friendships and feel connected with your community.

**Early Help**



## How do I get Early Help?

You can contact us today, or you can talk to someone in your life that you trust. This might be your child's teacher or nursery worker, your GP or health visitor, your housing or tenancy support worker or youth worker.

They can contact us on your behalf, and then you can work with us if you would like to.

If it feels like it's time to make a change, Camden Early Help would love to be by your side so the little things don't become big things.

## Other formats

If you require this leaflet in large print, Braille or in another language please contact us.

### Find out more

**T:** 020 7974 3317 (9am to 5pm, ask for Early Help)

**E:** [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)

For more information about Early Help visit:

**[camden.gov.uk/earlyhelp](https://camden.gov.uk/earlyhelp)**

Sure Start 020 7974 8961

**[camden.gov.uk/surestart](https://camden.gov.uk/surestart)**

## Appendences

### Appendix 1

#### Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's 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.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- or, have been permanently excluded. The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools:

- must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days

or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- need to refer the names of pupils who leave the school or arrive at the school at non-standard points, and pass on child protection files to a new school or request them of the previous school.

### **Non-collection of children from school**

Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual or when information about the child should not be divulged because it may pose a risk to the child.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow procedures below:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Pupil Attendance Service. If there are also child protection concerns, a referral should be made to CSSW.

## **Appendix 2**

### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may

appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty – *The Prevent Duty – Departmental advice for schools and childcare providers June 2015*. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. School staff should understand when it is appropriate to make a referral to the 'Channel programme'.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred

individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

It is important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

### **Appendix 3**

#### **Music tuition**

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- ensure they behave in an appropriate manner and maintain professional boundaries at all times
- only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- ask the child’s permission first and respect their wishes
- report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken
- never travel alone with children in a car
- seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.

At The Hall we:

- carry out a risk assessment around providing music tuition.
- provide rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it
- pass on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly
- let parents know when they arrange tuition what level of physical contact may take place as part of the activity
- record any reported incidents or issues and deal with these within the framework of the school’s own policies
- make sure music tutors are aware of the school’s safeguarding and staff conduct policies prior to starting.

### **Appendix 4**

#### **Children who have a social worker**

The school/college recognises that children who are receiving a social work service from CSSW and who are subject to child in need or child protection plans are likely to have experienced

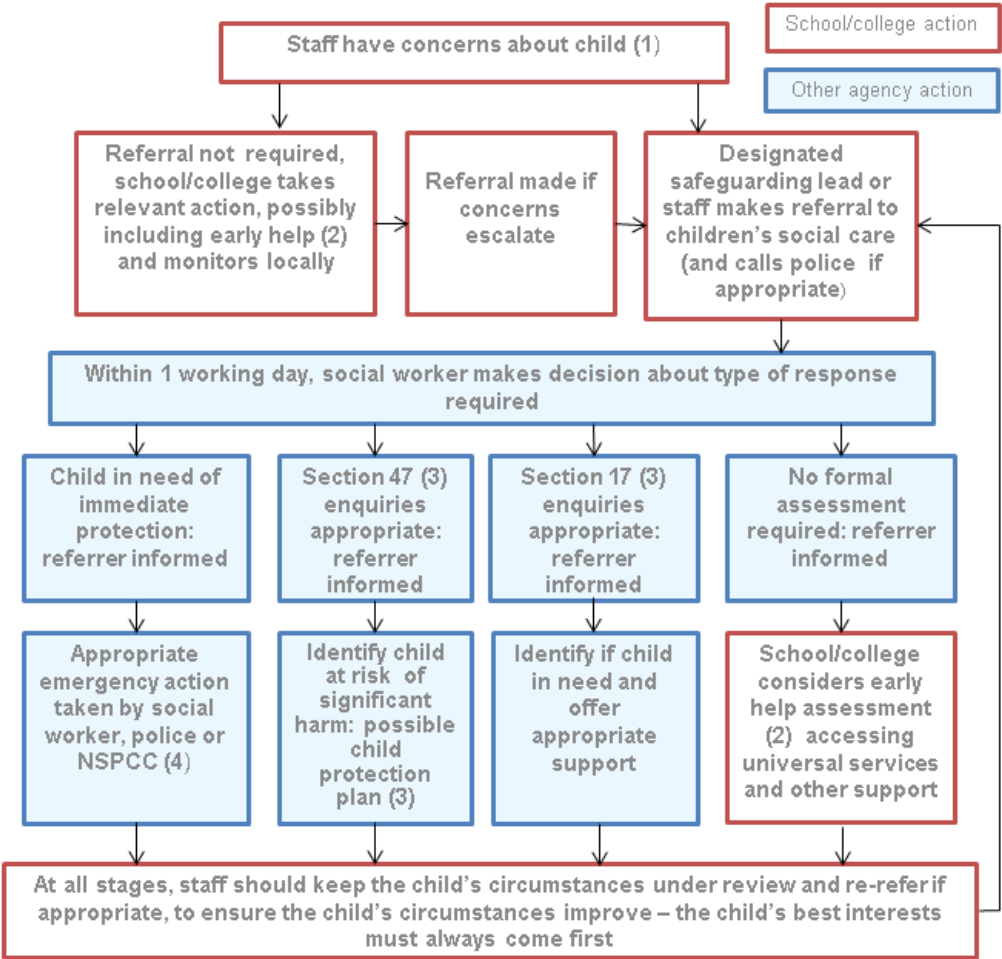


abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.

CSSW social workers will inform schools whenever a child is receiving a service and the designated safeguarding lead will keep a record of all pupils who have an allocated social worker. The school will work in partnership with social workers to implement the child’s plan in order to support their education and safeguard and promote their welfare. A representative of the school who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings.

**Appendix 5**

**Actions where there are concerns about a child**



## Appendix 6

### Procedure to be followed in the event of an allegation against a member of staff or volunteer of abuse

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is contained within the document: *Keeping Children Safe in Education (September 2021)*. It is expected that all staff and Governors involved in the management of allegations of abuse made against a member of staff or volunteer will comply at all times with statutory guidance.

#### 1. The School's procedures

The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer is alleged to have:

- a) Behaved in a way that has harmed a child, or may have harmed a child;
- b) possibly committed a criminal offence against or related to a child; or
- c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and /or
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This procedure relates to members of staff who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place.

Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the police.

If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. Any unnecessary delay must be avoided.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, schools and colleges should:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

The following definitions are to be used when determining the outcome of allegation investigations:

- a. **Substantiated:** there is sufficient evidence to prove the allegation;
- b. **False:** there is sufficient evidence to disprove the allegation;
- c. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

d. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

e. **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

## 2. Reporting an allegation against staff or volunteers

All allegations, complaints, concerns or suspicions against staff should be reported directly to the Headmaster, as appropriate, or, in his absence, to the Chairman of Governors, unless that person is the subject of the concern.

All allegations, complaints, concerns or suspicions about the Headmaster should be reported to the Chairman of Governors. All allegations, complaints, concerns or suspicions about the Chairman of Governors should be reported to the Headmaster (or in his absence, the Vice Chairman of Governors).

The Headmaster or Chairman of Governors (or Vice Chairman), as appropriate, (the ‘case manager’) will decide whether or not to inform the LADO based on the established statutory criteria for such a referral (see above).

The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the deputy DSL, (in accordance with KCSIE 2021)

The LADO will be informed within one working day of all allegations that come to the School’s attention and appear to meet criteria and the LADO may consult the policy and children's services as appropriate. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual’s current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The LADO’s contact details can be found in section 12 of the Child Protection Procedures above.

The case manager will not undertake an investigation of allegations without prior consultation with the LADO. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with London Safeguarding Children Board's procedures. All such cases will be handled within the School without delay. All discussions with the LADO will be recorded in writing.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s).

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

### **3. Disclosure of information**

The case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.

The Parents or carers of the child or children involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Where the LADO advises that a strategy discussion is needed, or police or CSC services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Where the police are involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

### **4. Action to be taken against the accused**

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues.

Where an investigation by the police or CSC is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and

circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the London Safeguarding Children Board.

## **5. Suspension**

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- a. there is cause to suspect a child or other children at the School is or are at risk of significant harm or
- b. the allegation is so serious that it might be grounds for dismissal.

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

## **6. Criminal proceedings**

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

## **7. Return to work**

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child or children who made the allegation.

## **6. Ceasing to use staff**

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the DBS.

If the accused person resigns or ceases to provide his / her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory

guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned), separate consideration will be given as to whether a referral to the Teaching Regulation Agency - TRA should be made.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

## **9. Timescales**

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmaster should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

## **10. Unsubstantiated or malicious allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

## **11. Record keeping and references**

Details of all allegations found to be malicious will be removed from personnel records. A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.

## **12. Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## **Appendix 7**

### **Visiting Speakers & Performers: Vetting Checks Policy and Guidelines**

#### **Policy and Guidelines for Visiting Speakers**

As part of providing the broadest possible education for our pupils we frequently have visiting speakers visit the school to provide a range of lectures, to lead workshops and to contribute to the delivery of the curriculum.

The Counter-Terrorism and Security Act (2015), places a duty on the School to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The use of an external speaker, whether invited by staff or pupils, should be carefully planned for and the speaker should be given clear guidance on this policy and guidelines. It is essential that they are made aware of the ethos and values of the school and our commitment to British Values.

#### ***Preparation for a visiting speaker***

1. All requests to engage a speaker should be checked with a member of the SLT.
2. The organiser of an event completes the standard Risk Assessment for a visiting speaker. If the organiser is a pupil this must be carried out by the member of staff supervising the organisation of the event.
3. Whenever possible, a notice period of no less than one month is given prior to the visitor's proposed visit.
4. As part of the completion of the Risk Assessment (Appendix 1) a check should be made by the person organising the event to ensure the suitability of the visiting speaker. The level of checks required will vary by individual, activity and subject of the presentation. It may be that the speaker is known to the School or may involve the collection of background information on the speaker and/ or an informal references.
5. Once a form is completed and the necessary background checks have taken place the information should be passed to the The Headmaster in the case of the Middle School and Senior School or the Head of the Junior School in order for the visit to be approved.
6. The form and details of the background check will be retained in a central register of visiting speakers. Junior School – JS Office / Middle School and Senior School – SS Office.
7. Once approved, the organiser of the visit will send the "Guidelines for Visiting Speakers" document to the speaker and confirm full details of the visit. (Appendix 5)

8. The organiser should arrange to meet the speaker and accompany the speaker at all times. If this is not possible the organiser must arrange for another member of staff to carry out these duties.
9. If the work of a visiting speaker is likely to be classed as regulated activity (please refer to the School's Safer Recruitment Procedure) then all vetting checks must be carried out as detailed in KCSIE and the School's Safer Recruitment Procedure. The member of staff arranging the attendance of the visiting speaker must notify the HR Department in sufficient time for all relevant checks to be completed.

### ***The day of the visit***

1. The speaker should be instructed by the organiser of the event to present themselves to the Senior School office or the Junior School office as appropriate and will sign them in on the visitor management system.
2. They will need proof of identity with them which will be checked by a member of the office staff.
3. The speaker will be issued with a visitor's badge which they must wear at all times. They will be asked to read the visitor information leaflet.
4. Where possible the speaker should be met by the organiser of the visit.
5. The speaker should be accompanied at all times by a member of The Hall staff.
6. At the end of the visit the speaker should sign out at the appropriate office.

### ***After the visit***

The speech/ visit is evaluated by the organiser as to whether it met the needs of our pupils and reports this to the Headmaster via an email.

Thank you letters/emails are sent and travel expenses are reimbursed for all visiting speakers. These must be arranged by the organiser of the event.



## RISK ASSESSMENT FOR VISITING SPEAKERS / PERFORMERS

Name of Visitor:		
Date(s) and time(s) of visit:		
Visit organised by:		
Member of Staff responsible for accompanying and supervising visitor at all times:		
Details of the visit and of the activity to be carried out during visit: <i>Please include topic, brief overview of lecture/event and year groups attending</i>		
Please provide details of what is known of the visiting speaker <i>(including background, Google searches, biography if available)</i> :		
Is the speaker known to the School?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has the speaker visited the School before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will this be a one off visit? If not, then please give full details of all dates, durations and purpose of visits.  <i>Please note that if visitors work is likely to be classed as regulated activity then you must discuss the the DSL or Human Resources Manager as the normal recruitment procedures may apply.</i>		

### Risk: Clarify perceived level of risk with reasons:

Low	Medium	High

<b>Signed by the Organiser:</b>	
<b>Date</b>	

Are additional measures required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please set out the additional measures required:		
<b>Signed by the Designated Safeguarding Lead:</b>		
<b>Date</b>		

## Appendix 8

### THE HALL SCHOOL SCHOOL WELFARE CONCERN

**You should speak to the DSL about your concerns before completing this form.** If you have any concern about a child's welfare the following information should be recorded in a single document. This form should be downloaded as a word document and uploaded on CPOMS. It will be accessed by the DSL today.

**If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead (Appendix 7 of the Safeguarding and Child Protection Policy), and hand it to the designated person today and upload onto CPOMS.**

Child's Name :			
Child's DOB :			
Ethnic Origin	Religion	Disability Y/N	SEN Y/N
Details of disability or special educational need :			
Does the child now that this form has been completed. Y/N If not, why not?  If yes, what did the child say?  Have you spoken to anyone else about your concerns? If yes, who?  Is this the first time you have been concerned about this child? If no, provide further details of previous concerns			

Why are you concerned about this child?

*Please provide a description of any incidents/ conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.*

What have you observed and when? *(This relates to anything you have personally witnessed)*

What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)*

What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)*

Your signature :

Your position in school :

Date and time of this record:

Name and position of the person this record was handed to:

If this record has been handed to anyone other than the DSL please explain why

**Appendix 9**

**THE HALL SCHOOL  
CHILD PROTECTION RECORD OF CONCERN**

**You should speak to the DSL about your concerns before completing this form.**

This form should be downloaded as a word document, completed electronically and uploaded to CPOMS. It will be accessed by the DSL today.

Child's Name :			
Child's DOB :			
Ethnic Origin	Religion	Disability Y/N	SEN Y/N
Details of disability or special educational need :			
Does the child now that this form has been completed. Y/N If not, why not?  If yes, what did the child say?			
Details of those with parental responsibility including: Address, telephone number, relationship to child, ethnicity, religion, number of siblings. Please complete for all parents.			
Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?			
Has a Common Assessment Framework (CAF) been completed for this child? If yes, please give date and reason for the CAF			

Why are you concerned about this child?

*Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.*

What have you observed and when? *(This relates to anything you have personally witnessed)*

What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)*

What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)*

If an allegation has been made, give any details you have about the alleged abuser.

Does the child have any visible injury, or have they told you they have been injured? If yes, has medical advice been sought?

Your name :

Your signature :

Your position in school :
Date and time of this record:
Do those with parental responsibility know this form has been completed? If not, why not? If yes, what did they say?
Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)
Name and position of the person this record was handed to:
Date and time the above person received this record:
If this record has been handed to anyone other than the DSL please explain why.

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_

**NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first**

## Appendix 10

### Confirmation of receipt of Safeguarding and Child Protection policy and induction training

Name:

Date of joining school: \_\_\_\_/ \_\_ /\_ Date of induction: \_\_\_\_/ \_\_ /\_ \_\_

Name and designation of staff member responsible for induction: \_ \_\_\_\_\_

I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.

I confirm that I have read and understand part one of *Keeping Children Safe in Education*.

I confirm that I have been made aware of my duty to safeguard and promote children's welfare (see below).

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for children. All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a school pupil constitutes an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the Human Resources Manager

Signature:

Date:

THIS FORM MUST BE RETURNED TO THE HEAD OF HUMAN RESOURCES.

## Appendix 11

### Confirmation of receipt of Safeguarding and Child Protection policy

Name: \_\_\_\_\_

I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for children. All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a school pupil constitutes an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the Human Resources Manager

Signature:

Date:

**THIS FORM MUST BE RETURNED TO THE HEAD OF HUMAN RESOURCES.**



## Appendix 12

### **Protocol for communicating safeguarding incidents, injuries and accidents on a School Trip – day and residential**

Protocol and guidance for communicating safeguarding incidents, injuries and accidents on a School Trip – day and residential

Group leaders are expected to take the role of a responsible parent, ie to act in loco parentis. Parents expect their children to be cared for safely and sensibly.

The protocol below is to be used if a safeguarding incident, injury or accident occurs on a school trip and it is the judgement of the Group Leader that contact needs to be made with the Headmaster, the Head of Junior School, the DSL, a member of the SLT or a parent.

On trips it is the responsibility of the Group Leader to ensure that the School Safeguarding and Child Protection policy and guidelines are applied. All leaders have been properly inducted and have an understanding of The Hall's Safeguarding Policy which is kept in the pink folder. Group Leaders should ensure that there is access to the policy on all residential trips.

Before the trip takes place, a duty DSL will be identified. They can be contacted by emailing [safeguarding@hallschool](mailto:safeguarding@hallschool) or by phoning: 07776 657307. Alternatively, another member of staff with designated safeguarding responsibility will be identified as the duty DSL.

In the case of an injury or accident a member of the SLT should be contacted if the Headmaster or in the Junior School, the Head of the Junior School is not available.

An assessment will need to be made by the Group Leader if an incident occurs and whether the Headmaster, the Head of the Junior School or the DSL should be notified. The Group Leader should definitely make contact if there is any concern or issue relating to the welfare of a child. This contact should be made at the earliest opportunity and within an hour even if it is decided that no further action is required subsequent to the call. Written records must be made as soon as possible after the incident and submitted in accordance with Safeguarding Policy.

The Headmaster / Head of the Junior School / DSL and the Group Leader will decide upon how contact is to be made with the parents / carer of a child if such action is required.

The Headmaster / Head of the Junior School / DSL will ensure that the communication with the Group Leader takes place if further action is required

All leaders should carry a school mobile phone, and have the phone numbers of other leaders and the safeguarding mobile number saved on their phone.

All leaders should carry a list of details of all children, including emergency contact details for parents at all times.

The Group Leader should take a register at the start and at the end of each activity and at regular pre-arranged intervals in between.

If an emergency occurs on a trip:

Establish the nature of the emergency as quickly as possible

Ensure group members are safe and looked after · Establish the names of any casualties and get them immediate medical attention

Ensure that those group members who need to know are aware of the incident and that they all follow the emergency procedures

Ensure that a member of staff accompanies any casualties to hospital and that those members of the group remaining are adequately supervised and kept together at all times

Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence

Keep a written account of all events, times and contacts after the incident; date and sign your record with your full name

Ensure that no one in the group speaks to the media.

Media enquiries should be referred to the Headmaster. Ensure that no one in the group discusses legal liability with other parties.

In the event of a raised terror alert:

The general advice is to continue as planned, but:

- be especially vigilant (staff should be doing this anyway);
- keep an eye on the news for any changes;
- avoid any areas which the Police state to avoid;
- ensure that you have a 'Plan B' in place for the day, if necessary;
- continue to undertake due diligence and dynamic risk assessment.
- Further points to bear in mind are:
  - consider increasing supervision ratios from normal arrangements. If, for example, small groups of older pupils are allowed to spend short periods of time indirectly supervised by staff, consider removing this additional freedom;
  - stay alert to local and national news before and during the trip;
  - assess the various additional needs (medical etc.) of the pupils and their ability to react and respond to dynamic situations;
  - remind pupils to remain vigilant and alert, reporting anything suspicious to trip leaders;
  - brief participants what to do if separated from each other in the event of a security incident. This should include designating specified physical meeting points and contact telephone numbers for staff. Remember that mobile phones

may not work in the immediate hours after an incident, so it is additionally important to designate a meeting location;

- carry water and snacks on visits in case of travel disruption and long delays, especially in warmer months or climates;
- carry additional personal medication in case of long delays; and
- be additionally vigilant in crowded places such as shopping centres and travel hubs.