



Safeguarding & Child Protection Policy

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Key Safeguarding & Child Protection Contacts

Hampstead School (<https://www.hampsteadschool.org.uk/support#Safeguarding>)

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Designated Safeguarding Lead

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Deputy Designated Safeguarding Leads

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Designated LAC teacher and Deputy Designated Safeguarding Lead

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Nominated Governors for Child Protection/Safeguarding

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Local Authority Designated Officer (LADO)

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London Borough of Camden

Child protection service manager:

Name: Kurt Ferdinand

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Safeguarding lead officers:

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Name: Esther Fajoye Patricia Williams and Gemma Brown (Service manager) Tel: 020 7974 1485, 020 7974 1558 and 07796937743

Children's Contact Service/ Multi Agency Safeguarding Hub (MASH) team:

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Online safety contact officer:

Name: Jenni Spencer

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Virtual School Head:

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Version Control

The table below shows the history of the document and the changes that were made at each version:

Date agreed	Summary of changes
31 st October 2025	Updated 'key contacts' and section 6.1.; updated KCSIE references to 2025 throughout; updated section 6.5. on Alternative Education Provision; updated section B3 on Prevention of Extremism and Radicalisation; updated section B8 on Children who have a social worker.
15 th October 2024	Updated 'key contacts'; updated KCSIE references to 2024 throughout; clarified record keeping in section 3.4.; updated school's duty in section 4.; added information on multiple suspensions in section 4.1.; updated responsibility in section 5.2.; updated school responsibility in section 6.5.; updated document in section 6.6. and B2; replaced entirety of section B3.; added LGBT or gender questioning information in section B8; added details on new governance guide in section B11.
30 th January 2024	Updated 'key contacts'; updated KCSIE and WtTSC references to 2023 throughout; updated links and references to guidance throughout; clarified nature of 'absent' children in section 3.2. and title of B1; updated cover arrangements in section 3.4.; updated bullet points on information sharing and referrals in section 5.8.; updated section 6.6. with guidance
1 st November 2022	Updated 'key contacts'; updated KCSIE references to 2022 throughout; updated sections 3.2, 3.4, 3.8, 5.3, 5.6 and 6.1 in Part A; updated sections on 'Children who have a social worker,' 'Domestic abuse and/or sexual violence' and 'County lines, criminal exploitation' in section 8 of Part B
1st December 2021	N/A

Part A: Core Operational Policies & Procedures

1. Purpose of Policy

We at **Hampstead School** pride ourselves on our reputation as a respectful, caring and dynamic school that places student welfare and progress at the heart of all we do. We recognize our moral and statutory responsibility to safeguard and promote the welfare of all children. Our aim is to provide a welcoming environment where children feel safe, are respected and feel 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.

This policy sets out how we will meet our statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. We will achieve this by providing a safe learning environment and ensuring

school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

We take a holistic approach to safeguarding, and children's safety and welfare is the key focus when developing policies so our school environment and culture is one where:

- students know how to raise concerns, feel safe to raise concerns and are confident that their concerns will be taken seriously.
- staff are equipped to deal sensitively and effectively with concerns and disclosures.
- inclusive and anti-discriminatory behaviour is an expectation for staff and students.
- all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated.
- the wishes and feelings of students are taken into account at all times.

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognizing or disclosing it. We are committed to anti-discriminatory practice and recognize children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have Special Educational Needs (SEN) or disabilities or health conditions
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an Additional Language (EAL)
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of Female Genital Mutilation (FGM), sexual exploitation, forced marriage, or radicalization
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are Looked After Children (LAC) or Previously Looked After Children (PLAC)
- are missing from education
- whose parent/carer has expressed an intention to remove them from school to be home educated

2. Linked Policies

The following policies make up our safeguarding and child protection responses and contribute to a safe learning environment:

- Safer Recruitment Policy
- Camden Safeguarding Children Partnership guidance on dealing with allegations against staff and volunteers
- Child on child abuse protocol

- Harmful sexual behaviour protocol

3. Roles & Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners – the London Boroughs of Camden, Brent and Barnet. Our policy and procedures also apply to extended school and off-site activities.

3.1. All Staff

All staff are expected to read at least part 1 of the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE). All staff who work directly with children will also read and understand annex B, and review this guidance at least annually.

All staff will electronically sign a declaration each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- the systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the Designated Safeguarding Lead (DSL) and Deputy (DDSL), the behavior policy, the online safety policy and the safeguarding response to children who go missing from education
- the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization

3.2. Governing Board

The Governing Board will support the Head to ensure there is a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development ensure that the school meets its statutory duties with regard to safeguarding and protecting students and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so.

This includes the school/college's legal duties under the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (see Appendix 2).

In particular, the Governing Board will ensure the following:

- the school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
 - safeguarding and child protection policies and procedures covering early help, online safety, extra-familial harm and child on child abuse that are consistent with Camden Safeguarding Children Board procedures and Camden's internal policies
 - a staff code of conduct policy including policies covering staff/student relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media
 - a behaviour policy that includes measures for bullying and harassment, including prejudice based and discriminatory bullying
 - a procedure for responding to incidents where children go missing or are absent from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present
- the school is able to work jointly with other agencies in order to ensure students can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- there is a nominated governor with responsibility for liaising with Camden on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the Head.
- a senior member of staff is appointed as the Designated Safeguarding Lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- there is a Designated Teacher nominated to promote the educational achievement of Looked After Children and previously Looked After Children and that this person has received appropriate training for the role.
- staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
- steps are taken to ensure parents and students are aware of the school's safeguarding and child protection policies and procedures.
- governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- the school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- all governors have read Keeping Children Safe in Education in its entirety.

- at least one (1) member of the governing body has undertaken accredited safer recruitment training.
- all staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the Designated Safeguarding Lead to ensure they remain up to date with new legislation.
- all governors and trustees receive safeguarding and child protection training needed to help them effectively scrutinise school safeguarding and child protection policies so that they can ensure policies are fit for purpose.
- the school has procedures in place to deal with allegations made against other students.
- children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from students.

3.3. School and Head/Senior Leadership Team

The Head and/or senior leadership team will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- all staff are aware of their role and responsibilities for safeguarding under Part 1 of the guidance 'Keeping Children Safe in Education' (DfE, 2025).
- staff are inducted thoroughly in line with section 5.1 of the Safer Recruitment Policy.
- all staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- all staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSSW.
- staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the Safer Recruitment policy.
- the school offers a safe environment for staff and students to learn.
- safeguarding issues are brought to the attention of the governing body.

3.4. Role of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead (DSL) and their Deputy (DDSL) is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns.

Our DSL is Gloria Elliott, Deputy Head. She takes lead responsibility for child protection and wider safeguarding in the school. During term time the DSL will be available during school hours for staff to discuss any safeguarding concerns. She may also be contacted out of school hours on safe@hampsteadschool.org.uk. When the DSL is absent, a DDSL will act as cover. If none of those parties are available, a member of SLT will act as cover.

The Designated Safeguarding Lead (and their Deputies) will:

- 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), including keeping records of decisions made and the rationale for them;
- keep the Head, Senior Leadership Team and the Governing Board informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process;
- 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 through robust induction processes;
- 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;
- provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and safeguarding trainers via 6 weekly bulletins; Designated Safeguarding Leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- 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 Special Educational Needs Coordinator (SENCO) when considering any safeguarding action for a child with special needs;
- liaise with the school's mental health lead or Child and Adolescent Mental Health Services (CAMHS) as appropriate where there safeguarding concerns are linked to mental health issues;
- raise awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as 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 Camden Virtual School Head in order to meet the educational needs of children known to CSSW;
- liaise with the Designated Teacher for LAC whenever there are safeguarding concerns relating to a Looked After Child or previously Looked After Child;
- oversee child protection systems within the school, including the management of records, ensuring confidentiality, standards of recording, and referral processes;
- provide a link between the school and other agencies, particularly CSSW and the Camden Safeguarding Children Partnership;

- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training at least every 2 years, including online safety training, to identify the early signs of child-on-child abuse and sexual violence and sexual harassment;
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.
- encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.

3.5. Working with Parents and Carers

We recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of students. We will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on where necessary, by making all school policies available on the school website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where students need extra support;

3.6. Multi-Agency Working

We will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and Working Together to Safeguard Children (DfE, 2023).

As a relevant agency under the Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, we recognise 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 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.

3.7. Contacting the police

In the event that a criminal offence takes place on the school premises or police assistance is needed to deal with incidents, this will be done through our Safer Schools Officer PC Nengi Etela or by dialling 101 or 999. We will also follow the guidance set out in the NSPCC

guidance 'When to call the police'.

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

3.8. Operation Encompass

We will ensure that we take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The Designated Safeguarding Lead or safeguarding staff will inform relevant staff of any notification and agree what support (if any) the student should receive from the school.

4. Safeguarding Children

The school will carry out its duty to safeguard students which is:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

We will refer to the relevant local authority thresholds and eligibility criteria (Camden thresholds are available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the Designated Safeguarding Lead for advice and to discuss the case prior to making any referral for services. (<https://cscp.org.uk/wp-content/uploads/2024/11/Thresholds-and-assessment-guidance-2024.pdf>)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Children and Families Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where there are safeguarding concerns about the child and making a referral is a proportionate response to those concerns.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

4.1. Early Help Cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs;
 - children with mental health needs;
 - young carers;
 - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
 - children who frequently go missing from home, school or care;
 - children who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a Pupil Referral Unit;
 - children who are misusing drugs or alcohol;
 - children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - children at risk from honour based abuse i.e: FGM, forced marriage;
 - children who have a parent in prison or who are affected by parental offending;
 - privately fostered children;
 - children who are persistently absent from school including for part of the school day
- where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
 - if the child requires an early help service from another agency, we will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - where the child is receiving an Early Help service, we will work as part of the Team around the Family and take up the role of lead professional where this is appropriate.
 - early help provision will be monitored and reviewed to ensure outcomes for the child are improving. We believe that this is not the case, consideration should be given making a referral for a statutory social work service.

4.2. Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the Designated Safeguarding Lead or their deputy as they are most likely to have the most complete safeguarding overview. Following consultation the DSL should decide on whether to make a referral to CSSW via the Contact Service.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.

The Contact Service will inform the school within 1 working day of the outcome of any referral and what action CSSW will be taking. This may include any of the following:

- carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- convening a **strategy meeting under child protection** procedures as set out in section 5 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- providing services for the child and their family in the meantime whilst work is on-going (including details of services).

5. Child Protection Procedures

5.1. Role of school

We will work to the following policy documents in order to support the protection of students who are at risk of significant harm.

- 'Working together to safeguard children' (DfE, 2023)
(https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)
- 'What to do if you're worried a child is being abused' (DfE 2015)
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- The London Safeguarding Children Board child protection procedures
(<https://www.londonsafeguardingchildrenprocedures.co.uk/>)
- 'Keeping children safe in education' (DfE, 2025)
(https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

In line with these policies and procedures, the school will:

- identify those students where there are child protection concerns and make a referral to CSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing and liaising with the allocated social worker as required.

5.2. Recognition

- staff have a responsibility to identify those children who are suffering from abuse, neglect or exploitation and to ensure that any concerns about the welfare of a student are reported to the Designated Safeguarding Lead.

- staff should refer to Appendix 1 for a full definition of significant harm and the specific indicators that may suggest a student may be at risk of suffering significant harm.
- any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead or their Deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a 'no-names' basis.
- concerns may be monitored over time and recorded on CPOMS our electronic safeguarding recording system. Details of any concerning incidents should also be recorded on this.

5.3. Dealing with disclosures

Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Disclosure is more likely where there is a trusting relationship with the staff member and the student feels safe to share information.

It is important that where staff have reason to believe a student is at risk of harm but there is no disclosure, they persevere, giving the student time and space to disclose when they feel comfortable to do so. Any concerns should be shared with the Designated Safeguarding Lead so that advice and support can be offered on how to support the student to engage.

Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.

If a student discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSSW;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the Designated Safeguarding Lead

5.4. Referral

- where possible, a decision on whether or not to refer a student to CSSW should be made by the Designated Safeguarding Lead or their Deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and

take advice from the Children and Families Contact team social worker. The Designated Safeguarding Lead should be informed as soon as possible.

- referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the Designated Safeguarding Lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the Designated Safeguarding Lead may discuss the case on a “no names” basis with the Contact team social worker to obtain advice on how to proceed.
- parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.
- if the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- all referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.
- if the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the Designated Safeguarding Lead.

5.5. Attendance at Case Conferences and Core Groups

- The Designated Safeguarding Lead will liaise with CSSW to ensure that all relevant information held by the school is provided to CSSW during the course of any child protection investigation.
- The Designated Safeguarding Lead will ensure that the school is represented at child protection case conferences and core group meetings:
 - where possible, a member of staff who knows the child best, such as a class teacher or Head of Year will be nominated to attend
 - failing that, the Designated Safeguarding Lead or their Deputy will attend
 - if no-one from the school can attend, the Designated Safeguarding Lead will ensure that a report is made available to the conference or meeting.

5.6. Monitoring

Where a student is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- monitoring will be carried out by the relevant staff member in conjunction with the Designated Safeguarding Lead;
- all information will be recorded appropriately and shared as required with conference and core group meeting;

- the Designated Safeguarding Lead will ensure that the allocated social worker is informed if the child is removed from the school roll, excluded for any period of time or goes missing

5.7. Records

- we use an electronic Safeguarding recording system known as CPOMS. CPOMS enables us to improve management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration and ensuring that the data is secure.
- CPOMS also enables us to track referrals to external agencies, such as the NHS/CAMHS, Children’s Services, and the Police. (Including letters and phone calls) and be alerted if timescales are not being met.
- staff are given a unique CPOMS log in. If members of staff have any concerns they must log in and record the incident on the system after they have spoken to the Designated Safeguarding Lead.
- the DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school;
 - whether any follow-up action was taken;
 - how and why decisions were made
- all safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on CPOMS. Staff will need to verbally discuss this with the DSL & DDSL before recording anything on this platform.

Records will include:

- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
 - a clear and comprehensive summary of the concern
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.
- Child protection files must be accessed and information shared by members of staff on a “need to know” basis only.
- where a child who is subject to a child protection plan transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school within 5 days.
- child protection records will only be kept as long as required and should thereafter be disposed of as confidential waste.
- paper based concerns and referrals will be kept in a separate child protection file for each child.

- any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school outlined in the table below.
- safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
- if a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL may consider speaking to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Retention schedule		
File description	Retention period	Action at end of retention period
Child protection files	Date of birth + 25 years	Secure disposal
Allegation of child protection nature against a member of staff, including where the allegation is unfounded	Until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer	Secure disposal

5.8. Confidentiality and Information Sharing

- all information obtained by school staff about a student 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 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; otherwise consent should be sought from parents.
- young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise, consent should be sought from parents.
- where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by CSSW.

- schools have a lawful basis for sharing information without parental consent where there are safeguarding risks. Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents should be made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- parents should be informed of any referral unless this would cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to safeguard the child.
- only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.
- in the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- 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.

6. Health & Safety/Risk Assessments

6.1. Responsibility for Health and Safety

The Governing Board and Head will ensure that there is a robust Health and Safety Policy in place in order to meet the statutory responsibility for the safety of students and staff within the school environment.

Any Health and Safety Policy adapted by the school is based on the government guidance and will seek to balance risk avoidance against providing students with opportunities to take part in activities that help them learn to manage risk themselves.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Name: Sam Meah

Designation: Premises Manager

Contact details: premisesmanager@hampsteadschool.org.uk 020 7794 8133

6.2. Risk Assessments

We will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;

- for all school trips;
- for students travelling between locations during the school day;
- for all work-based learning or work experience placements;
- when a student who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident

6.3. Working with Aggressive and Violent Parents

Where schools are working with families who are known to CSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Head and the Designated Safeguarding Lead and the information shared with CSSW.

If there are high levels of risk involved in contact with parents, CSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

6.4. Site Security and Visitors

- the Governing Board is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- in general, occasional visitors to the school such as parents will not be subject to DBS checks but their movement around the premises will be supervised.
- the Head and the governing body will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- the Head will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to students.
- contracted workers will not be allowed to approach or speak to students in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Head will request written confirmation that relevant checks have been carried out for that individual.
- visiting organisations such as theatre groups who will be performing for or working directly with students will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding students.
- all visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity;
 - expected to always wear a name-badge and lanyard when on the school premises;

- will be issued with the visitor safeguarding leaflet and be required to read it;
- suitably supervised by school staff at all times;
- made aware of school health and safety procedures
- all other visitors, including visiting speakers, will be always accompanied by a member of staff if they have not had enhanced checks
- we will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organization using school facilities is not seeking to disseminate extremist views or radicalize students or staff.

6.5. Alternative Education Provision

Whenever the school places a student with an alternative education provider, the school will remain responsible for safeguarding the pupil and will ensure that the setting meets the pupil's needs. The school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

The school will carry out a further risk assessment where they have been notified of any changes to safeguarding arrangements at the alternative provision. The school will keep records of the expected location of any student attending off-site provision during the school day and carry out reviews of alternative provision on a half-term basis to ensure the student continues to attend, taking appropriate action where safeguarding issues arise.

The school recognises that alternative provision may increase risk for vulnerable students and will follow the relevant government guidance:

([https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging Alternative Provision - A Guide for Local Authorities and Schools.pdf](https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf) and <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>)

6.6. Use of the School Premises by Other Organisations

The 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 organisation can demonstrate that it is able to keep children safe. The governing board will ensure:

- 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 governing body is able to make a judgement on whether this is in line with the promotion of British values.
- the organisation can provide copies of child protection policies and procedures and the school accept these as adequate.
- 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)
- details of the agreement are recorded on the partnership agreement record with clear provision for the circumstances under which the agreement can be terminated by the school for breach.

Organisations will be expected to meet the requirements set out in the relevant Department of Education guidance before the school will allow the premises to be used (<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>)

Any allegations arising from incidents happening when the school is being used by another organisation should be dealt with by the school under the CSCP guidance for schools on dealing with allegations against staff and volunteers (<https://cscp.org.uk/wp-content/uploads/2024/08/Guidance-for-schools-on-dealing-with-allegations-against-staff-2024.pdf>)

6.7. Monitoring and Review

To enable us to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Head and the Governing Board will ensure that:

- all related school policies are regularly monitored by the Designated Safeguarding Lead and annually reviewed by the Head and Governing Board;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the Head has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the Designated Safeguarding Lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the Board of Governors to identify any problems or weaknesses around school; safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action

Part B: Additional Safeguarding Policies & Procedures

B1. Children Who Are Missing or Absent from Education or Home Educated

Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalization, and becoming NEET (not in education, employment or training) later in life.

A child going missing from education is a potential indicator of a range of safeguarding possibilities which will need early intervention. This may include:

- abuse and neglect
- sexual abuse or exploitation
- child criminal exploitation
- mental health problems
- risk of substance abuse
- risk of travelling to conflict zones
- risk of FGM
- risk of forced marriage

We will follow the school's procedures for unauthorized absence, particularly on repeat occasions, to help identify the risk and to help prevent the risks of going missing in further details can be found in our Attendance Policy.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications will be made:

- the Pupil Attendance Service will be notified of all decisions.
- if the child is already known to CSSW, their allocated social worker will be notified immediately.
- if the child is not known to CSSW, but the school has concerns about their welfare, the Designated Safeguarding Lead will ensure a referral to CSSW is made.

B2. Child on Child Abuse

We will ensure that our response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

We recognize that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. We also recognize the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

We will follow the advice issued in 'Child on child abuse and sexual violence guidance for schools' (<https://cscp.org.uk/wp-content/uploads/2024/08/Child-on-child-abuse-and-sexual-violence-guidance-2024.pdf>) and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all students.

All decisions will be made on a case-by-case basis, with the Designated Safeguarding Lead or Deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Most cases of students hurting other students will be dealt with under our school's Behaviour Policy, but this Child Protection and Safeguarding Policy will apply to any

allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put students in the school at risk
- is violent
- involves students being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure

We will ensure that all staff are aware of peer-on-peer abuse and know what action to take when a student's behaviour is likely to cause harm to other students. This may be through:

- bullying and cyberbullying
- physical violence
- sexual violence and sexual harassment
- up-skirting
- sexting
- initiation rites (hazing).

Curriculum Coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Sex and Relationships Education (SRE) and our Personal, Social, Health and Economic (PSCHE) and Information and Communications Technology (ICT) lessons. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- what it is
- how it is most likely to be encountered
- the consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- issues of legality
- the risk of damage to people's feelings and reputation
- students also learn the strategies and skills needed to manage:
 - specific requests or pressure to provide (or forward) such images
 - the receipt of such images
- this policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.
- up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

We recognise that sexual violence and sexual harassment between students is a serious safeguarding issue and such behaviour will not be tolerated.

B3. Prevention of Extremism & Radicalisation

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative, prevent young people from being drawn into radicalism and

to build resilience to radicalisation through the curriculum.

https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf

The school/college will follow government guidance and ensure appropriate training for staff and robust filtering and monitoring to IT systems to prevent online radicalisation.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

The school/college has a duty to identify where a child is at risk of radicalisation and seek multi-agency advice and support via a referral to Camden's Channel Panel.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The school/college will follow the guidance set out in the CSCP guidance "Safeguarding children and young people from radicalisation and extremism" where:

- a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or
- that a child may be at risk due to a household or family member's radicalisation.
- a child may be considering mass violence which does not seem to be linked to a specific ideology as a concern which may benefit from Prevent support/advice.

The guidance is available at: <https://cscp.org.uk/wp-content/uploads/2022/10/CSCP-guidance-on-radicalisation-and-extremism-2022.pdf>

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation these concerns should be shared with the designated safeguarding lead and a decision taken as to whether concerns need to be raised with CSFH for a referral under the Prevent duty for support from the Channel Panel.

Prior to making a referral the school may also speak to and get advice from Camden's Programme Manager, Safeguarding Against Radicalisation (Jane Murphy, jane.murphy@camden.gov.uk or call 020 7974 1008).

B4. Mandatory Reporting of Female Genital Mutilation

Keeping Children Safe in Education explains that 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".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. It will be rare for teachers to see visual evidence, and they should not be examining students. Any member of staff who has an FGM concern should discuss with the Designated Safeguarding Lead who will involve children's social care as appropriate. Possible indicators that a student has

already been subjected to FGM, and factors that suggest a student may be at risk are as follows:

- family comes from a community known to practice FGM
- family/child may ask to be excused PE/swimming on return from abroad
- family/child may confide that she is going to a 'special ceremony' when on holiday
- female child is known to have a sister that has already undergone FGM
- family withdraws female child from PSHCE/SRE

The school will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>)

Where a student makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCP guidance available (<https://cscp.org.uk/wp-content/uploads/2022/05/CSCP-mandatory-reporting-guide.pdf>)

Any member of teaching staff who either:

- is informed by a girl under 18 that an act of FGM has been carried out on her; or
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and staff will face disciplinary sanctions for failing to meet it. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally 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 unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

B5. Online Safety

We recognize the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- have robust processes in place to ensure the online safety of students, staff, volunteers and governors

- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalization and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purpose
- **Conduct** – personal online behavior that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

As part of its duty to provide a safe learning environment and ensure students are taught how to remain safe online, the school will ensure that the recommendations of Camden’s model schools online policy are reflected in its own policy.

B6. Looked After, Previously Looked After Children & Care Leavers

The Designated Teacher has responsibility for promoting the education achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

We recognise that Looked After Children and previously Looked After Children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The Designated Teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the Designated Safeguarding Lead will consult with the Designated Teacher to seek advice whenever there are concerns about the welfare of a Looked After or previously Looked After child or care leaver.

We will ensure that staff have the skills, knowledge and understanding to keep Looked After Children and previously Looked After Children safe. In particular, we will ensure that:

- appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- the DSL has details of children’s social workers and relevant virtual school heads

- we have appointed a Designated Teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance
- the Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role

As part of their role, the Designated Teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans
- we will ensure that appropriate staff have the information they need in relation to a child's Looked After legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental

Private fostering

If a staff member becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the Designated Safeguarding Lead. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. (<https://cscp.org.uk/resources/private-fostering-resources/>)

B7. Children with Special Education Needs or Disabilities

We are aware that students with Special Educational Needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- the potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the CSCP guidance *Safeguarding children with disabilities* (<https://cscp.org.uk/wp-content/uploads/2023/09/Safeguarding-children-and-young-people-with-disabilities-Guidance-2023.pdf>)

B8. Safeguarding Vulnerable Groups

Children who have a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognize that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- responding to unauthorized absence or missing education where there are known safeguarding risks
- the provision of pastoral and/or academic support

CSSW social workers will inform schools whenever a child is receiving a service and the Designated Safeguarding Lead will keep a record of all students who have an allocated social worker and children who are living in kinship arrangements.

The school will work in partnership with social workers and the Camden Virtual school head 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 student 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.

Children at risk of Honour-based abuse or forced marriage

'Honour-based' abuse

'Honour-based' abuse encompasses incidents of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of action to take.

All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. The Designated Safeguarding Lead will activate local safeguarding procedures, using national and local protocols for multi-agency liaison with police and the children's social care.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be

where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, some of which focuses on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information (<https://www.gov.uk/guidance/forced-marriage>)

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the Designated Safeguarding Lead without delay for appropriate action to be taken. Where *there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.*

Domestic abuse and/or sexual violence

Staff should be aware of the Domestic Abuse Act 2021 and have knowledge of the nature of domestic abuse and the harm it may cause to children who witness incidents, who are now considered to be victims of domestic abuse in their own right. (<https://cscp.org.uk/wp-content/uploads/2019/08/CSCP-domestic-abuse-guidance-2019.pdf>)

We recognize that the victim's capacity to protect their child/ren can be diminished through anxiety about their own circumstances.

We will ensure that all information is dealt with securely and sensitively and refer the matter to Camden social care where there is a child/ren at risk of significant harm and/or neglect, or signpost organisations such as Camden Safety Net to offer support for victims of domestic abuse (<https://www.camden.gov.uk/domestic-violence> and <https://www.camden.gov.uk/contact-camden-safety-net>)

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships and that the definition of domestic abuse now includes victims aged 16 and 17 years old who are experiencing abuse within their own intimate relationships and that these victims should be referred to Camden Safety Net for a service in their own right.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day.

The DSL and safeguarding team will provide support according to the child's needs and update records about their circumstances.

Young carers

Parents with care and support needs are those that have mental health problems, problem dependency on substances, a learning disability and/or a physical disability. Many parents with care needs are also economically deprived, which will have a negative impact on an individual's ability to parent successfully. Children's needs are usually met by supporting their parents to look after them.

Professionals need to recognize that parents may have limited insight into understanding their own needs and therefore be unable to recognize the impact this is having on their ability to parent. (<https://cscp.org.uk/resources/young-carers/>)

The safeguarding team will consider the concerns for either an 'Early Help' intervention or a referral to Camden Social Care or Family Action Camden Young carers service (<https://www.family-action.org.uk/what-we-do/children-families/young-carers/>) if appropriate.

Pupils who are lesbian, gay, bi or trans (LGBT) or gender questioning

The school recognises that LGBT pupils, or pupils who are perceived to be LGBT, may be more vulnerable to bullying, harassment and victimisation and may find it difficult to disclose to staff due to a lack of trust in adults. The school/college will provide safe spaces and opportunities for LGBT pupils to raise concerns and will ensure that LGBT inclusion is part of the sex and relationships curriculum.

The school will exercise caution with regard to children who are questioning their gender. They will take into consideration any guidance issued by the Government, the complexity of the child's situation and the possibility that they may have additional needs and vulnerabilities, whilst also having regard for their safeguarding responsibilities. The school will work in partnership with parents/carers and the child to explore how to best meet the child's needs (unless this would put the child at risk of harm) and support them to seek timely and appropriate clinical advice.

B9. Extra-Familial Harm & Exploitation

We are aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to students at all times.

Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the home and that has put a student at risk, staff will discuss the matter with the Designated Safeguarding Lead and consider the level and nature of the risk before making decisions on referrals.

We will adhere to the following policies and guidance in the links below whenever there are concerns that young people are at risk from extra-familial harm:

Children at risk of sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. (<https://cscp.org.uk/wp-content/uploads/2019/08/CSCP-multi-agency-guidance-on-child-sexual-exploitation-2019.pdf>)

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organized abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- having an older boyfriend or girlfriend
- suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

County lines, criminal exploitation

Young people at risk from gang activity or serious violence

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. (<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>)

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organized abuse.

The victim can be exploited even when the activity appears to be consensual. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence. They may also be moved into the UK or around other towns and cities in the UK to facilitate their exploitation. The exploitation of the young person is a form of modern slavery and their forced movement is trafficking, both of which are criminal offences.

It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs and alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education
- not taking part in education

If a member of staff suspects that a student is a victim of CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

Examples of criminal exploitation are:

- county lines
- benefit fraud
- forced theft
- forced begging
- cannabis cultivation
- money mule (where the young person's bank account is used by others for money laundering).

County lines is the most common form of criminal exploitation in Camden and describes when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people have dedicated mobile phone 'lines' for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest.

Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection.

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.

Modern slavery and trafficked children

We follow the CSCP protocol guidance outlined in the link below where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour. This includes young people who are criminally exploited under the county lines model. (<https://cscp.org.uk/resources/child-trafficking-and-modern-slavery/>)

Children who run away/go missing

We recognise that many forms of risk and exploitation explained before are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking. Further guidance and information can be found below.

(<https://cscp.org.uk/resources/missing-children-from-home-and-care/>)

B10. Children & Young People Experiencing Mental Health Issues

We recognise that some students may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

The school is party to the multi-agency protocol on children and young people's mental health and will carry out its responsibilities under that protocol where there are concerns about a student's mental and emotional wellbeing. (<https://cscp.org.uk/wp-content/uploads/2023/11/CYP-mental-health-protocol.pdf>)

Where there are safeguarding concerns arising from a student's mental health issues, staff will discuss concerns with the Designated Safeguarding Lead to agree any actions to be taken.

We will ensure that staff have an understanding of trauma informed practice and its link with mental health and are able to recognise students who are experiencing mental health issues and help them to access the most appropriate help.

We will ensure that staff are teaching about mental wellbeing (as part of the statutory Health Education) to help reduce the stigma attached to mental and emotional problems and ensure students know how to keep themselves mentally healthy and know how to seek support.

We will also ensure early identification of students who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed.

We will take account of the government guidance *Mental health and behaviour in schools*. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

We have a comprehensive provision to address mental and emotional issues in students. Through the PSHCRE, students are taught about mental health and how to look after themselves. In addition, the school raises awareness through assemblies and tutor periods. Opportunity is afforded through Mental Health Week and various awareness raising campaigns.

The school provides interventions through the school counsellor and mentors and accesses CAMHS and local therapeutic support. Students are identified and discussed in the Multi-Agency Forum (MAF)

Should a member of staff speak to a parent who is seriously concerned about their child's mental health and well-being they should advise the parent to contact their GP, A & E or the Brandon center.

B11. Legislation & Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), and the Maintained Schools Governance Guide (<https://www.gov.uk/guidance/governance-in-maintained-schools>). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

The policies and legislation that support this policy to safeguard and promote the welfare of students at the school are as follows:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children (<http://www.legislation.gov.uk/ukpga/1989/41> and <http://www.legislation.gov.uk/ukpga/2004/31/contents>)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 (<https://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation>)
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>)
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children (<https://www.legislation.gov.uk/ukpga/1974/53>)
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children (<http://www.legislation.gov.uk/ukpga/2006/47/schedule/4>)
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalization and extremism (<https://www.gov.uk/government/publications/prevent-duty-guidance>)

- The Teachers' Standards 2012 - which state that teachers, including head teachers, must have regard for the need to safeguard students' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

Policy Consultation & Review

This policy is available on our school website and available on request from the Administration Office.

This policy was last agreed by the Full Governing Board on Friday 31st October 2025. The policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2026-27.

Appendix 1 - Child Protection Definitions & Indicators

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

- **Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.
- **Physical abuse:** causing physical harm or injury to a child.
- **Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.
- **Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2 - Legal Duties

Human Rights Act 1998

The Human Rights Act 1998 sets out an individual's rights and freedoms under the European Convention and public organisations such as schools must ensure that these rights and freedoms are protected whenever decisions are being made about an individual student. The relevant rights are:

- Right to an education (Article 2)
- Right to freedom from inhuman and degrading treatment (Article 3); this is an absolute right that cannot be limited in any way
- Right to respect for privacy and family life (Article 8); this is a qualified right which must be balanced against the rights of others.

Any form of (sexual) harassment, violence or abuse may be a breach of these rights.

Equality Act 2010

The Equality Act states that public organisations such as schools must not unlawfully discriminate against student because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. This means schools must consider whether they are affording the same level of safeguarding to students with these protected characteristics as all other students.

For example, schools should be aware that some groups of pupils, for examples girls or Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) pupils may be more vulnerable to sexual violence or harassment. For more information please see Technical Guidance on the Public Sector Equality Duty

(https://www.equalityhumanrights.com/sites/default/files/technical_guidance_on_the_pse_d_england.pdf).

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see Equality Act 2010: advice for schools

(<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>).