



HEREWARD HOUSE SCHOOL

## HEREWARD HOUSE SCHOOL

### Safeguarding and Child Protection Policy

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Governor responsible for policy: Michael Abraham

# ***Hereward House School: Safeguarding and Child Protection Policy***

This policy is available on the school website

## **Our School's Aims**

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our pupils, we strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. Promoting the well-being of all pupils is at the heart of what we aim to do. For us the most important outcome is for all pupils to be kind, considerate and confident whilst looking out for every member of the school community. We aim to be a school where pupils will be encouraged and assisted to develop academically, morally, emotionally and culturally. It is our belief each pupil should enjoy their school days and reflect upon them with pride, pleasure and affection. We are preparing pupils not just for senior school, but for life

*This policy is informed by and has regard to:*

- Keeping Children Safe in Education (September 2025) (KCSIE)
- Disqualification under the Childcare Act 2006 (September 2018 )
- Working together to Safeguard Children (December 2023)
- Relationships education, relationships and sex education (RSE) and health education (September 2021)
- Prevent duty guidance: Guidance for specified authorities in England and Wales December 2023. Prevent is supplemented by non-statutory advice and a briefing note
  - The Prevent duty: Guidance for specified authorities in England and Wales (December 2023)
  - The use of social media for on-line radicalisation (July 2015)
- Children's Act 1989 and 2004
- Mental Health and Behaviour in School (March 2015)
- Counselling in Schools: a Blue Print for the Future
- Requirements of Camden Safeguarding Children's Partnership
- Behaviour in Schools - Advice for headteachers and school staff (February 2024)
- Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (August 2024)
- Keeping children safe in out of school settings (September 2023)
- Digital and technology standards in schools and colleges (May 2024)
- Children's Social Care National Framework (December 2023)
- After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)
- Operation Encompass

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **1: Safeguarding and Child Protection**

### **1.1 Policy statement and principles**

This policy refers to the whole school including our EYFS setting.

#### **Purpose of Policy**

This policy sets out how the school will meet its 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. The school will achieve this by promoting a culture of safety, 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.

The procedures contained in this policy apply to all staff, volunteers and governors. Safeguarding is everyone's responsibility; anyone can make a referral to children's social care. All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children, whether or not by the School Whistleblowing Procedure.

The school takes a holistic approach to safeguarding, and children's safety and welfare will be the key focus when developing policies so that the school environment and culture is one where:

- pupils 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 pupils;
- all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated;
- the wishes and feelings of pupils are taken into account at all times.

#### **Pupil Awareness of Safeguarding Systems**

In line with Keeping Children Safe in Education 2025, the School ensures that pupils are aware of the safeguarding systems in place. A pupil-friendly version of this policy is available and regularly referred to. Pupils are encouraged to speak to trusted adults or use the School's reporting systems (e.g., worry boxes, School Council, Form Tutor check-ins) if they feel unsafe or concerned.

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## **Contextual Safeguarding**

The School considers contextual safeguarding factors, including risks to pupils in their peer groups, online, or within the community, as part of its holistic safeguarding approach. Staff are trained to recognise that harm may occur outside the home or school and that effective safeguarding requires awareness of the wider influences on a child's safety and wellbeing.

## **1.2 Policy aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio
- This policy should be read in tandem with Keeping Children Safe in Education (September 2025).

## **Equality Act 2010**

The School understands and recognises their obligations under the Equality Act and that the school must not discriminate against pupils because of a protected characteristic including sex, race, disability, religion or belief, gender reassignment, pregnancy, maternity, or sexual orientation. In the context of safeguarding, the School will consider how to support pupils with regard to particular protected characteristics in order to meet their specific needs. The School will also consider their duty to make reasonable adjustments for disabled pupils.

The School also complies with its legal duties under the Equality Act 2010, including putting special provision in place to support dialogue with children who may not be able to convey their wishes and feelings as they may want to. This might include, for example, those who have communication difficulties and those who do not speak English or for whom English is not their first language.

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## **2: Roles and Responsibilities**

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

### **2.1 Key Personnel and contacts**

#### **Key personnel at the School**

**Designated Safeguarding Lead (including EYFS)** is Paul Cheetham

Contact details: email: [p.cheetham@herewardhouse.co.uk](mailto:p.cheetham@herewardhouse.co.uk), tel: 020 7794 4820 out of hours contact  
[p.cheetham@herewardhouse.co.uk](mailto:p.cheetham@herewardhouse.co.uk)

#### **Deputy Designated Safeguarding Leads (including EYFS)**

The First Deputy Designated Safeguarding Lead is: Pascal Evans

Contact details: [p.evans@herewardhouse.co.uk](mailto:p.evans@herewardhouse.co.uk) tel: 020 7794 4820

The Second Deputy Designated Safeguarding Lead is: Michael Blakey

Contact details: [m.blakey@herewardhouse.co.uk](mailto:m.blakey@herewardhouse.co.uk) tel: 020 7794 4820

The Third Deputy Designated Safeguarding Lead is: Alexander Jenne

Contact details: [bursar@herewardhouse.co.uk](mailto:bursar@herewardhouse.co.uk) tel: 020 7794 4820

The Fourth Deputy Designated Safeguarding Lead is: Nathan Demetrius Franklin

Contact details: [office@herewardhouse.co.uk](mailto:office@herewardhouse.co.uk) tel: 020 7794 4820

The Fifth Deputy Designated Safeguarding Lead is: Rosie Batchelor

Contact details: [r.batchelor@herewardhouse.co.uk](mailto:r.batchelor@herewardhouse.co.uk) tel: 020 7794 4820

**Designated LAC Teacher (including EYFS)** is Paul Cheetham

Contact details: email: [p.cheetham@herewardhouse.co.uk](mailto:p.cheetham@herewardhouse.co.uk), tel: 020 7794 4820

**Governor with responsibility for Safeguarding and Child Protection** is Michael Abraham

Contact details: email: [office@herewardhouse.co.uk](mailto:office@herewardhouse.co.uk), tel: 020 7794 4820

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## **Key personnel in London Borough of Camden**

### **Child protection service manager**

Name: Kurt Ferdinand

Contact details: 020 7974 6481

### **Local Authority Designated Officer (LADO):**

Name: Jacqueline Fearon

Contact details: 020 7974 4556

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

### **Safeguarding lead officers:**

Name: Michelle O'Regan (Head of Service – Children in Need) Tel: 020 7974 1905

Name: Esther Fajoye (Service manager) Tel: 020 7974 1485

Name: Patricia Williams (Service manager) Tel: 020 7974 1558

Name: Gemma Brown (Service manager) Tel: 07796937743

### **Children's Contact Service/MASH team:**

Manager: Tracey Murphey

Tel: 020 7974 1553/3317

### **Online safety contact officer:**

Name: Jenni Spencer

Tel: 020 7974 2866

### **Prevent Education Officer**

Name: Jane Murphy

Tel: 020 7974 1008

### **Virtual School Head**

Name: Sheila Durr

Tel: 07717 864385

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## **Other key contacts**

### **Local Metropolitan police force**

020 8721 2779 or 999 (emergency number) 101 (the non-emergency police number)

### **DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:**

020 7340 7264

### **Barnet MASH Team:**

Tel: 0208 359 4066

Fax: 0208 359 8032

### **Haringey First Response Screening Team:**

Tel: 0208 489 4470

Fax: 0208 489 4442

### **Islington Children Services Contact Team:**

Tel: 020 7527 7400

### **Westminster ACCESS Team:**

Tel: 020 7461 4000 option 1

Fax: 020 7461 7526

### **Anti-terrorist Hotline**

Tel: 0800 789 321

[counterextremism@education.gsi.gov.uk](mailto:counterextremism@education.gsi.gov.uk).

### **NSPCC**

Tel: 0808 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Hereward House School, as required, has a **Designated Safeguarding Lead (DSL)** and a Deputy DSL. The role of the DSL is to take charge coordinating and managing all roles and responsibilities in safeguarding and Child Protection.

If you have any concerns about any staff, pupil or parent you should raise those concerns immediately with the DSL, or failing that with the Deputy DSL

## **2.2 Camden Council – Children and Learning Directorate**

Children’s Safeguarding and Family Help (CSFH), which includes Early Help services, and Camden Learning will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children’s services within the borough, including an early help service

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- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are missing from or not in education including children who are known to be home educated.

## **2.3 Role and responsibilities of the Governors:**

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils 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 body 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/pupil relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media.
  - a behaviour policy that includes control 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.

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- The school's Safeguarding Policies and Procedures are constantly monitored and reviewed to ensure best practice. At a minimum an annual review of Safeguarding Procedures and Policies is carried out to assess the effectiveness of current practice and ensure the school is complying with all safeguarding procedures.
- The school is able to work jointly with other agencies in order to ensure pupils 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 CSFH on safeguarding and child protection matters if required and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed the DSL 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 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 pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors should ensure children are taught through the wider curriculum, PSHE and RSHE, how to stay safe, based on a wide view of what may happen to pupils, not only in schools but also beyond it. This should include staying safe online and the dangers of cyber-bullying and sexting.
- The school has appropriate written procedures in place to ensure safe 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.

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- At least 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 DSL to ensure they remain up to date with new legislation.
- All governors and trustees receive safeguarding and child protection training needed (including an understanding of the school's filtering and monitoring systems) 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 pupils and pupils who go missing from education.
- 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 pupils.
- the school has staff that possess the knowledge, understanding and skills necessary to keep safe children who are looked after by a local authority, and that a designated member of staff has the responsibility for their welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.
- Ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- That the governing body are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, and their local multi-agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention.

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## **2.4 Role of the School, Headmaster and Senior Leadership Team in promoting safeguarding**

The Headmaster and/or senior leadership team (SLT) 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 (2025).
- Staff are inducted thoroughly in line with section 5.1 of the Camden Safer recruitment and staff conduct policy for schools and colleges.
- 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 CSFH.
- 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 Camden Safer recruitment and Staff conduct policy for schools and colleges.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body regularly, as a minimum as a standing item at all Governors' Meetings or more frequently if required.

## **2.5 Role and responsibilities of the DSL:**

The role of the DSL and their deputy 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.

The DSL (and their deputies) will:

- liaise with and manage referrals to relevant agencies such as CSFH, 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;

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- hold regular meetings within the DSL team to ensure all DSLs are aware of ongoing pupil needs and able to review practice.
- keep the head teacher/principal, senior leadership team and the board of governors 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;
- Monitor the school's safeguarding reporting system (CPOMS), ensuring that all staff concerns are logged appropriately. Provide guidance and support to staff when recording entries, and where necessary input concerns on behalf of temporary, peripatetic, or support staff who do not have direct access to the system.
- 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; DSLs 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 SENDCo when considering any safeguarding action for a child with special needs;
- liaise with the school's mental health lead or CAMHS team as appropriate where there safeguarding concerns are linked to mental health issues;
- raise awareness with staff on how children's vulnerabilities and exposure to

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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;

- If necessary be aware that the school should liaise with the Camden Virtual School Head in order to meet the educational needs of children known to CSFH;
- 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 CSFH and the Camden Safeguarding Children Partnership;
- ensure all staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- 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 when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.
- When a new pupil joins the school, the DSL or DDSLs seek all relevant safeguarding information from their previous setting as part of the admission and transition process, in line with KCSiE 2025 expectations.

## **2.6 Role and responsibilities of the Deputy DSL:**

**The Deputy Designated Safeguarding Lead** is appropriately trained, to the same level as the DSL and, in the absence of the DSL, carries out the role of the DSL to ensure the ongoing safety and protection of pupils.

## **2.7 Role and responsibilities of all staff:**

All staff must ensure that they:

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- have read part one of KSCIE 2025 if they work directly with children or are school leaders
- are aware of the systems, policies and procedures within the school that support safeguarding and child protection.
- work together to provide a safe environment for children to work and learn in
- are aware of their duty of care to the children, the importance of listening to them and taking their concerns seriously
- follow good practice guidelines, set out later in this policy and the **Staff Behaviour and Code of Conduct Policy**
- are aware of signs of abuse and neglect so that they are able to identify children who may be in need of early help or who are suffering or are likely to suffer, significant harm and in such circumstances take appropriate action as soon as is reasonably practicable, working with other services as needed
- can report any safeguarding concerns to the DSL, a Deputy DSL, or the Chair of Governors. Concerns should be logged on CPOMS where staff have access; for those without access (e.g. support, temporary, or peripatetic staff), the DSL or a Deputy DSL will support them in raising the concern and record it on CPOMS on their behalf. If these individuals are unavailable, allegations against staff should be reported directly to the LADO and concerns about pupils directly to MASH. Safeguarding is everyone's responsibility, and any member of staff may make a direct referral to MASH if necessary.

## **2.8 Working with parents and carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils 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;

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- 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 pupils need extra support.

## **2.9 Multi-agency working**

The school 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* 2023.

As a relevant agency under the new CSCP safeguarding arrangements, the school 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 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 [Camden Safeguarding Children Partnership — CSCP — New Safeguarding Arrangements](#)

## **2.10 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, the school will follow the guidance set out in the NPCC 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>

## **2.11 Operation Encompass**

The school will ensure it takes relevant action on receipt all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The DSL will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school.

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## **3: Safeguarding Children**

The school will carry out its duty to safeguard pupils 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.

The school will refer to Camden's thresholds and eligibility criteria (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 DSL for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Child and Family 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.

### **Escalation of External Agency Concerns**

In accordance with *Keeping Children Safe in Education (2025)*, if a member of staff believes that a safeguarding concern is not being appropriately addressed by external agencies (e.g. Children's Social Care), they must escalate the matter. This may include following up with the agency, informing the DSL, or contacting the Local Authority Designated Officer (LADO) or Children's Social Care directly. All escalations should be clearly documented.

### **3.1 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:

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- 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, are at risk of being permanently excluded from schools, colleges and in alternative provision or a Pupil Referral Units;
  - 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;
  - 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, the school will make a referral to the Early Help service (via the Child and Family 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, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
  
  - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

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In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Camden Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

## **3.2 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 DSL or their deputy are most likely to have the most complete safeguarding overview. Following consultation the DSL should decide on whether to make a referral to CSFH via the Contact Service.

When making a referral the person making the referral will ensure that contextual information is provided.

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 CSFH 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 mental or physical health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 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).

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## **4 Child protection procedures**

### **4.1 Role of the school**

The school 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 2023*)  
[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](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*)  
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
- The London Safeguarding Children Board child protection procedures  
[London Safeguarding Children Board: Child Protection Procedures](https://www.londonchildrensboard.org.uk/child-protection-procedures)
- 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](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 pupils where there are child protection concerns and make a referral to CSFH
- 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.

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## **4.2 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 pupil are reported to the DSL.

Staff should refer to the London safeguarding children procedures for full definitions of abuse, harm and neglect.

### **[CP1. Recognising Abuse and Neglect](#)**

If staff suspect or hear an allegation or complaint of abuse or neglect or exploitation from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

Any concerns held by staff should be discussed in the first instance with the DSL 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.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the DSL.

## **4.3 Procedure for staff if a pupil discloses**

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 pupil feels safe to share information.

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

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addressing any communications difficulties that may be a barrier to disclosure.

If a pupil 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 CSFH;
- 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 DSL.
- This should happen immediately.

Staff need to be aware that they may overhear a conversation rather than a direct disclosure being made.

All concerns must be reported to the DSL immediately and entered on to the school's Safeguarding Reporting System, CPOMS. The entry may be made with the DSL. The DSL will enter the concerns for those staff that do not have direct access to the system

## **4.4 Referral**

Where possible, a decision on whether or not to refer a pupil to CSFH should be made by the DSL or DDSL 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 Child and Family Contact team social worker. The DSL 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 DSL. 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 DSL may discuss the case on a "no names" basis with the Child and Family Contact team social worker to obtain advice on how to proceed.

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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 CSFH social worker, the referral should be made directly to them. If the child is not already known to CSFH, referrals should be made to the Child and Family 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 Child and Family 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 CSFH/Early help services via the DSL.

## **4.5 Attendance at case conferences and core groups**

The DSL will liaise with CSFH to ensure that all relevant information held by the school is provided to CSFH during the course of any child protection investigation.

The DSL 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 DSL or their deputy will attend
- if no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting.

## **4.6 Monitoring**

Where a pupil 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 DSL;
- all information will be recorded on the child protection monitoring/incident form prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record – this is held on CPOMS) and copies made available to all conferences and core group meetings;

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- the DSL will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

## **4.7 Records**

Child protection records relating to pupils are highly confidential and will be kept on CPOMS and in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.

The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on the safeguarding monitoring/incident form (on CPOMS) and all records should be signed and dated.

Records should show:

- what the concerns were, date and time;
- 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.

Any incidents, disclosures or signs of neglect, abuse or exploitation should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

The monitoring/incident form (on CPOMS) must be completed;

- 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 DSL is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school within 5 days.

The DSL may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.

Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

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## **4.8 Confidentiality and information sharing**

All information obtained by school 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 CSFH 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. 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; otherwise, consent should be sought from parents.

Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with CSFH and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSFH.

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 made aware of this.

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, abuse or exploitation, 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 DSL or seek advice from the Child and Family Contact team social worker

## **4.9 Reporting directly to child protection agencies**

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with CSFH, police or the NSPCC if:

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- the situation is an emergency and the DSL, the Deputy DSL, the Headmaster and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety

## **4.10 Whistleblowing**

The school has a culture of safety and raising concerns, it values its staff and believes in reflective practice. The school fosters a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- The following numbers can be used where there are issues regarding the school's overall procedures around safeguarding
  - Camden Council's confidential and independent help-line for protected disclosure on **0800 734199**
  - Ofsted whistle-blowing line on **0300 123 3155**
  - NSPCC whistleblowing helpline on **0800 028 0285**

The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

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## **5: Child Protection in Early Years Settings in Schools**

Hereward House is Reception setting only for EYFS.

### **5.1 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 [Early years framework for group and school based providers \(2025\)](#).

The school will ensure that children taught in nursery and 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.

### **5.2 Safeguarding and child protection**

All safeguarding and child protection policies listed in section 11 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.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **5.3 Use of Electronic devices with imaging and sharing capabilities (mobile phones, tablets, iPads etc) within EYFS**

- staff do not bring electronic devices with imaging and sharing capabilities (including Smart Watches with built-in camera facilities) into the early years setting and use them only during breaks in the staff room;
- any photographs taken of the children must be linked to teaching the curriculum. Staff must only use school equipment for this purpose. Staff must seek permission from the parents for any photographs taken for the school website or marketing purposes. Photographs are not to be taken for any other reason;
- 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;

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- parents are asked not to take photos while in the school, including at school performances.

## **5.4 Suitable people**

The school will follow the [\*Safer recruitment and staff conduct policy for schools and colleges\*](#) 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, have the relevant qualifications and are not disqualified from working in childcare settings.

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 for schools on dealing with allegations 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.

## **5.5 Staff training, skills and supervision**

The school will ensure 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 policies set out in the *Safer recruitment and staff conduct policy for schools and colleges* will apply equally to early years staff;
- 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;
- all early years staff are able to communicate effectively in English both orally and in writing;

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- 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;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

## **5.6 Staff ratios**

The school will ensure 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.
- class sizes will be limited to 25 pupils
- classes will be lead by a qualified teacher

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

## **5.7 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
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## **5.8 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 as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

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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.

Smoking and vaping will not be permitted on the school premises when children are present.

## **5.9 Managing behaviour**

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention with regard to Camden's Physical intervention and restraint policy.

## **5.10 Records and information sharing**

The school will ensure it keeps accurate records about the child which will be lawfully shared with others for the purposes of safeguarding children as set out in section 5.8 of this policy.

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## **6: Additional Safeguarding Procedures**

### **6.1 Action if a pupil is missing**

N.B Please refer also to the school's Missing Child Policy which also includes the procedures for EYFS.

- first check with the pupil's friends
- check with the office who will check to see if the pupil has left. If necessary, inform the senior member of staff on duty who will then follow up this information.
- If this does not resolve the situation contact the DSL (Paul Cheetham) immediately. If he is absent contact the Deputy DSL (Pascal Evans or Alex Jenne) or The Governor with Responsibility for Safeguarding (Mike Abraham.)

Should a pupil leave the school without notice being given by the parent or without the school being advised by the parent of the new address and/or school the child is to attend, the school will notify the Education Welfare Service as soon as possible.

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

The Education Welfare Service must be notified of all decisions.

If the child is already known to CSFH, their allocated social worker should be notified immediately.

If the child is not known to CSFH, but the school has concerns about their welfare, the DSL should make a referral to CSFH.

### **6.2 Children who are missing or absent from education or home educated**

The School will be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. The School refers to Camden's "Children missing from education" policy and the CSCP missing children protocol for further details available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Partnership](#)

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

- The Education Welfare Service must be notified of all decisions.

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- If the child is already known to CSFH, their allocated social worker should be notified immediately.
- If the child is not known to CSFH, but the school has concerns about their welfare, the DSL should make a referral to CSFH.

When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to DfE guidance 'Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (August 2024)

## **6.3 Arrangements for Dealing with child on child Abuse**

Child on child abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, sexual violence and sexual harassment; physical abuse; sexting (or youth produced sexual imagery); initiation violence and rituals.

The school will ensure that all staff are aware of child on child abuse and know what action to take when a pupil's behaviour is likely to cause harm to other pupils. This may be through:

- Bullying
- Online bullying
- Physical violence
- Sexual violence and sexual harassment
- Up-skirting
- Sexting (youth produced sexual imagery)
- The sharing of nudes and/or semi-nudes
- Initiation/hazing type violence and rituals

Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children.

The School takes the following steps to minimise the risk of child on child abuse.

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- This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- There is a strong and positive PHSE/RSHE curriculum with timetabled lessons each week in all year groups that tackle such issues as prejudiced behaviour and give children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood.
- Staff will consider each issue and each individual in their own right before taking action.
- Pupils are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop ‘rules of acceptable behaviour’.
- Pupils are involved in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.
- Pupils carry out a confidential questionnaire, at least annually, to highlight any concerns, including bullying.

All staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures. Where an issue of pupil behaviour gives **‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’**, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from CSCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the CSCP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the CSCP and/ or the Police as appropriate.

Where appropriate, the school will refer the perpetrator and the victim to the Child and Family Contact team under the child on child *abuse* protocol available at: [Child-on-child-abuse-and-sexual-violence-guidance-2024.pdf](#)

Police may be informed of any harmful behaviours which are potentially criminal in nature. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

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In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Headmaster and the DSL and support from external agencies will be sought, as appropriate.

All allegations will be recorded in line with safeguarding procedures.

In relation to a report of child on child abuse, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting abuse; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

Sexting should be dealt with under the same process as used in other instances, where staff feel a pupil is at risk of significant harm (set out in 3.2 and 3.3).

In addition to this staff must not view or forward illegal images of a child. Further advice is available at UK Council for Child Internet Safety (UKCCIS): [Sexting in schools and colleges](#).

The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (February 2024) when responding to an allegation that nudes and/or semi-nudes have been shared.

The DSL (and DDSL) should be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access this support when required.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL (or DDSL) who should consider: parents or carers should normally be informed unless doing so would put the victim at greater risk; the basic safeguarding principle that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and whether a crime has been committed. Ultimately, the DSL (or DDSL) will balance the victim's wishes against their duty to protect the victim and other children.

## **6.4 How should staff respond to an incident of nudes and semi-nudes being shared by pupils**

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

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For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will explain to the child in a way that avoids alarming or distressing them that the law is in place to protect children rather than to criminalise them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (February 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

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All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

The School will consider intra familial harms and whether any support for siblings is necessary following an incident.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

## **6.5 Prevention of extremism and radicalisation: Prevent Duty**

**Please see Appendix 1 for details of the school's support for building resilience against radicalisation.**

In line with the *Counter-Terrorism and Security Act 2015*, the School recognises its duty to have “due regard to the need to prevent people from being drawn into terrorism”. This is referred to as the Prevent Duty, and is an essential part of the School's wider safeguarding framework.

All staff are trained to:

- Recognise potential signs of radicalisation or extremist behaviour
- Understand and apply the thresholds for referral to DSL with regard to Channel (the government's programme for early support)
- Promote fundamental British values and mutual respect
- Build pupils' resilience to extremist narratives through a broad and balanced curriculum, including RSHE, PSHE, and SMSC

The DSL is the Prevent Lead and is responsible for ensuring:

- Ongoing staff training (as part of safeguarding INSET and updates)
- Appropriate use of referral mechanisms, including the Channel process
- Oversight of any concern related to radicalisation or extremism
- Liaison with local Prevent coordinators and safeguarding partners

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Prevent awareness is embedded in the School's RSHE curriculum (see Section 8.5) and FBV & Prevent Policy, where pupils are taught to critically evaluate online content, reject discrimination and hate, and develop empathy, responsibility, and informed citizenship.

Any concerns relating to radicalisation or extremism should be reported immediately to the DSL using the School's standard safeguarding procedures

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

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/revise-prevent-duty-guidance-for-england-and-wales>

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.
- Schools should also consider where 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 DSL and a decision taken as to whether concerns need to be raised with CSFH for a referral under the Prevent duty for*

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*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).*

## **6.6 Mandatory reporting of Female Genital Mutilation (FGM)**

The school will follow the statutory guidance on FGM available at:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil 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 at: [CSCP-mandatory-reporting-guide.pdf](#)

## **6.7 Children with special education needs or disabilities (SEND)**

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying or be more prone to child on child isolation. In addition to this children with special educational needs or disabilities may be more vulnerable to child on child abuse. School policies reflect this and recognise that staff need to be able to help this group to overcome barriers to seeking help.

Where there are concerns about abuse involving a pupil with SEND, the DSL will liaise with the SENDCO. The school/college will consider extra pastoral support for pupils with SEND including extra help in supporting communication.

## **6.8 Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

The school is aware that some pupils may be living in these circumstances and that may make them more vulnerable to abuse, neglect, exploitation or poor outcomes and who may need help or intervention from Early Help Services, CSFH or other agencies in order to overcome problems or keep them safe.

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

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- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic 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

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

The school recognises that children who are receiving a social work service from CSFH and who are subject to child in need or child protection plans are likely to have experienced abuse, exploitation, neglect and trauma and that this could have a negative effect on their behaviour and learning.

CSFH social workers will inform schools whenever a child is receiving a service and the DSL will keep a record of all pupils who have an allocated social worker and children who are living in kinship arrangements.

The school and 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 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.

## **6.10 Contextual safeguarding and extra-familial harm**

The school is aware that as young people grow more independent and spend more time away from home, they may face more risk from safeguarding threats outside of the home. These threats may be from within the community, from other pupils at school or from their own peer group rather than from within the family (extra-familial harm).

Young people can be at risk from extra-familial harm such as threats to their safety or welfare arising from behaviours and circumstances occurring outside of the home such as substance misuse, involvement in gangs, serious violence, criminal and sexual exploitation.

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Even though there are no concerns about parenting, these threats may still raise safeguarding concerns that need to be addressed.

Schools should be aware of the indicators that a young person may be involved in violent crime or may be being criminally exploited and as such at risk from becoming a victim of violence. Indicators include absenteeism, changes in friendship groups, declining academic performance, changes in emotional welfare and signs of physical assault.

Those children who are involved in county lines exploitation (where the child is coerced into selling drugs) may also be in possession of goods and money and may own several mobile phones.

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 young person at risk, staff will consider this in the context of the young person's peer relationships and the wider environment when assessing the level and nature of the risk and making decisions on referrals.

The school will adhere to the CSCP guidance Extra-familial harm and child exploitation whenever there are concerns that young people are at risk from extra-familial harm or exploitation:

[CSCP-extra-familial-harm-and-child-exploitation-guidance.pdf](#)

## **6.11 Looked after and previously looked after children and care leavers**

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the DSL 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.

## **6.12 Children and young people experiencing mental health issues**

The school recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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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 pupil's mental and emotional wellbeing.

[CYP-mental-health-protocol.pdf \(cscsp.org.uk\)](https://www.cscsp.org.uk/cyp-mental-health-protocol.pdf)

Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the DSL to agree any actions to be taken

The school will ensure that staff have an understanding of trauma informed practice and its link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help. Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the DSL to agree any actions to be taken.

The school 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 pupils know how to keep themselves mentally healthy and know how to seek support.

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

The school will take account of the government guidance *Mental health and behaviour in schools*. Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

## **6.13 Pupils who are lesbian, gay, bi or trans (LGBTQ) or Gender Questioning**

The school recognises that LGBTQ pupils, or pupils who are perceived to be LGBTQ, 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 LGBTQ pupils to raise concerns and will ensure that LGBTQ inclusion is part of the sex and relationships curriculum.

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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.

## **6.14 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. For more details please refer to the CSCP guidance on domestic abuse. [CSCP-domestic-abuse-guidance-2019.pdf](#)

## **6.15 Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL to keep all parties informed and be the central point of contact
- nominating separate link- person/people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies

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## **7: Recognising Neglect and Abuse**

### **7.1 Recognition of neglect and abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect or exploitation.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#) website and [NSPCC](#) website

Please see [CP1. Recognising Abuse and Neglect](#) for 'SIGNS AND TYPES OF ABUSE.'

### **7.2 Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

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## **8: Guidelines on Staff Behaviour and Good Practice**

### **8.1 Good practice guidelines**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice applies to all staff and includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener, establishing an environment where children feel secure, are encouraged to talk and feel that concerns and suggestions are listened to
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding and child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- reporting any concerns to the DSL as soon as reasonably practicable and at latest within the same day.
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

### **8.2 Staff Behaviour and Code of Practice**

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be sensible to suggest that a pupil sees an appropriate adult in the school.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Below the school has highlighted a number of codes of practice staff members must adhere to in relation to safeguarding and child protection.

#### **8.2.1 Communication with Pupils**

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Staff should not give their personal mobile phone numbers or personal email addresses to pupils, nor should they communicate with them by text message. Staff should try to avoid communication to pupils' personal email addresses, unless the communication is Cc'd to their parents. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system.

## **8.2.2 Physical contact with pupils**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

## **8.2.3 Physical Intervention**

**Please see Physical Intervention Policy**

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

Use of physical intervention and restraint for vulnerable pupils with learning and other disabilities, autism and mental health difficulties should be carefully monitored as these pupils are more susceptible to experience physical intervention and restraint due to their circumstances. Schools, and particularly special schools, should have regard for the Department of Education guidance on reducing use of restraint available at:

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<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

## **8.2.4 Physical education and other activities requiring physical contact**

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

## **8.2.5 Transporting pupils**

It is inadvisable for a teacher to give a lift in a car to a pupil alone. This should be avoided if possible. Where practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to the Headmaster or Deputy Head and the pupils' parents.

## **8.2.6 Use of Electronic devices with imaging and sharing capabilities (mobile phones, tablets, iPads etc)**

The policy on the use of electronic devices with imaging and sharing capabilities **within** the EYFS setting please see **Section 5.3** of this policy.

The policy on the use of electronic devices and cameras **outside** the EYFS setting:

The school understands that staff members will from time to time need to use their mobile phones whilst out on trips, at the off-site games locations (and on away fixtures) or when working at the school site. If a staff member needs to use their phone in school, where possible, they should do so in the staff room, in an office or at the very least in a public area.

Staff must insure they **never**:

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- Use personal electronic devices with imaging and sharing capabilities when teaching in a one-to-one setting, for instance, visiting music teachers or one-to-one tutoring. If a device is required to teach School iPads are available;
- Take photos of pupils on a personal electronic device with imaging and sharing capabilities. A school camera (held by the office) or iPad are available if required for trips, fixtures, activities or performances;
- Use their electronic devices with imaging and sharing capabilities for anything other than school business when present with pupils. Staff should not use their phones or devices for non-work/personal reasons whilst supervising pupils. If staff wish to use their mobiles or devices for non-work/personal reasons at school this should be done out of sight of pupils;

Staff should not use personal devices within the classroom settings, with the exception of taking emergency calls. At this point, they should seek cover where possible.

Failure to follow this guidance could be handled in line with the school disciplinary procedures.

Permission may be sought from the Headmaster to use a personal mobile phone (outside the EYFS setting) in exceptional circumstances.

## **8.2.7 Social Media**

Playing an active part in social media offers great potential for the school to engage with the world. Social networks are where we engage, respond and promote the great things that happen at school. As a school we have an opportunity to play a part in communicating to pupils, parents, and others. But we also have a duty to do so responsibly.

Staff must use judgement. Social networks are public spaces like any other, staff should behave professionally at all times and act as role models. Staff should refrain from commenting negatively on pupils, colleagues, parents, competitors, products or partner organisations.

This also applies to personal use of social networks – social media opinions are permanent, so staff must make sure they are happy that they could be seen by pupils, parents, colleagues, and the public.

Staff must also protect the School's confidentiality. Refrain from sharing confidential or sensitive information about the School or about those whose information is held.

Staff need to be very careful when using social media, they must not follow individual, current or former pupils on Twitter, nor should they 'friend' individual, current or former pupils on Facebook, or similar formats

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Staff must not criticise or argue with other members of staff, parents or pupils on social media and should refrain from swearing or using bad language in online postings.

Staff should not post links to inappropriate content nor retweet or share other people's inappropriate comments or links.

These guidelines do not cover all possible situations and staff will need to exercise their own professional judgement and discretion. The above situations give some indication of the potential problems area and how to minimise risks. If in doubt contact the Headmaster.

If you become aware of or have concerns about a boy out of school hours through Social Media, you should follow the school's Safeguarding procedures as soon as practicable.

## **8.2.8 Personal Care**

**Please see Personal Care Policy.**

Staff should follow the school policy when providing personal care.

Staff must never provide personal care by themselves and must always work in a pair. When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen. When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher. Parents should always be notified if intimate care has been provided.

When children are changing, levels of supervision should be appropriate to the pupil's age. Staff should avoid any physical contact unless a child needs help. Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

## **8.2.9 Abuse of trust**

The preceding paragraphs covered just a number of areas in relation to staff behaviour and codes of practice. All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The **staff behaviour and code of conduct policy** further sets out expectations in this respect.

## **8.3 Staff who are the subject of an allegation**

The School's procedures for managing allegations against staff (including a member of staff who is not directly employed by the school such as a supply teacher and volunteers who are currently working in the School follows) statutory guidance and Camden CSCP arrangements and applies when staff have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil

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- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against an adult at the school, such as a teacher, peripatetic staff, support staff, supply staff, contract staff or volunteer it must be reported to the Headmaster.

In the event that an allegation is made against one of the above, the school will follow Camden's *Guidance for the management of an allegation against a member of staff*.

<https://cscp.org.uk/professionals/schools-and-nurseries-safeguarding-policies/>

Immediate contact will be made with the LADO to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.

The school will appoint a responsible staff member, normally the Headmaster, who will be the school representative for the purposes of the allegations procedures and who will link with the LADO in the event of any allegations being raised. An additional staff member will be appointed as their deputy to act in their absence or if allegations are made against the responsible staff member.

If the allegation is against the Headteacher it should be reported to the chair of governors without informing the Headmaster. The chair of governors will contact the LADO directly or nominate another governor to do so.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

Where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

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If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known.

The school will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

In the event that a staff member is removed or resigns from the school prior to, or following, the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The school has a duty to consider making a referral to the Teaching and Regulation Agency (TRA) where a teacher has been dismissed and a prohibition order may be appropriate. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies.

In cases where behaviour has not reached the threshold to be referred to the DBS but has otherwise acted in a way that brings the profession into disrepute and led to a dismissal the school will consider whether it is appropriate to a referral to the TRA instead.

In any of the above cases colleagues can contact the LADO directly if they believe the concerns are not being investigated properly.

Any pupils who are involved will receive appropriate care.

### **8.3.1 Arrangements for dealing with safeguarding concerns or allegations of abuse about supply teachers**

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

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In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## **8.3.2 Low Level Concerns**

Staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.

### **Definition of a low-level concern**

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO)

Examples of behaviour that could require reporting of a low-level concern include, but are not limited to:

- being over friendly with children;
- having favourites;

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- taking photographs of children on a personal electronic device with imaging and sharing capabilities;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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

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

## **Reporting low-level concerns**

Where a low-level concern has been identified, this will be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened. Where the headteacher is not available, the information will be reported to the DSL (or deputy), i.e. the most senior member of SLT acting in this role. Low-level concerns about the DSL will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors. Where the low-level concern has been reported to the DSL, they will inform the headteacher of the details as soon as possible. Any low-level concern reported to the headteacher will be shared with the DSL.

If there is a conflict of interest in sharing a low-level concern with the Headteacher the low level concern should be shared with the Chair of Governors unless there is conflict of interest in doing so, in which case it should be reported directly to the LADO. As an alternative option to sharing their concerns with the Headteacher if they feel more comfortable doing so, staff may share any low-level concerns with the DSL.

## **Recording concerns**

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated

## **Responding to low-level concerns**

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information

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- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or police
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses
- The information reported and gathered will then be reviewed to determine whether the behaviour:
  - a) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019): no further action will be required
  - b) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy
  - c) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO.
  - d) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO. If the School is in any doubt as to whether a low-level concern in fact meets the harm threshold, the Head will consult with the LADO and take a more collaborative decision-making approach.

Records will be made of:

- i. all internal conversations including any relevant witnesses
- ii. all external conversations, e.g. with the LADO
- iii. the decision and the rationale for it
- iv. any action taken.

## **Can the reporting person remain anonymous?**

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

## **Should staff report concerns about themselves (i.e. self-report)?**

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the

# ***Hereward House School: Safeguarding and Child Protection Policy***

“Guidance for safer working practice”. In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

## **Should the low-level concerns file be reviewed?**

The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained. At minimum, a review of the file will be carried out at least annually as part of the school’s Safeguarding Review.

## **References**

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated, or has led action in line with the school disciplinary policy.

## **8.4 Complaints procedure**

Our complaints procedure will be followed where a parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for a child protection concern. Complaints are managed by the Headmaster and/or the governors.

Complaints from staff are dealt with under the school’s complaints and disciplinary and grievance procedures which can be found in our **School Complaints Policy**.

If a complaint is related to child protection, it will be dealt with under Safeguarding and Child Protection procedures rather than the usual School Complaints procedure.

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **9: School procedures promote safeguarding**

### **9.1 Safer recruitment**

#### **9.1.1 Staff**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff *by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures.*

Safer recruitment means that all applicants will:

- complete an application form (with career history)
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service (DBS) as appropriate to their role
- be interviewed (at least one member of the interviewing panel will have had Safe Recruitment Training)
- undergo an overseas criminal check if applicable
- Prove right to work in UK if applicable
- complete a medical fitness questionnaire
- Complete a self-declaration Form
- Disqualification declaration if applicable.
- Go through a prohibition check, carried out by the Bursar
- Go through a prohibition from Management check if applicable

As part of the shortlisting process, the School will also consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their child protection training needs.

All newly appointed staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy.

Please see our **Recruitment, Selection and Disclosures Policy**.

#### **9.1.2 Disqualification by Association**

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In line with recent guidance the school no longer requests disqualification by association checks. The 'by association provisions' now only apply to childcare in domestic settings. Applicable staff will still be asked to fill in a disqualification declaration to confirm they are not disqualified from working with children for reasons other than 'by association'.

## **9.1.3 Volunteers**

The Headmaster will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- Volunteers will be required to undergo a recruitment process, such as reference checks and interviews, which are appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with pupils or providing personal care to pupils, will be subject to an enhanced DBS check, including barred list information.
- The Headmaster will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
  - the nature of the role
  - what information is already known about the volunteer
  - what references from work or volunteering activity the volunteer has provided regarding suitability
  - whether the role is eligible for an enhanced DBS check.
- Volunteers for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.

All volunteers will be fully inducted in relation to all school policies and procedures.

## **9.1.4 Contractors and Visitors**

The Bursar 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 pupils.

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Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headmaster will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

- informed to report to reception on arrival
- expected to provide proof of identity
- expected to wear a name-badge and carry some form of identification at all times when on the school premises;
- suitably supervised by school staff at all times
- made aware of school health and safety procedures

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils 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 pupils.

## **9.1.5 Visiting Speakers**

The school will follow the Prevent statutory guidance protocols for ensuring that any visiting speakers, whether invited by staff, parents or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed, speakers will not be left alone with pupils. Schools must take action to ensure that they are suitable. An internet search can sometimes be more instructive than formal vetting checks.

The Prevent requirement to check speakers and the KCSIE is likely to mean in practice that checks on visiting speakers will be recordable on the Single Central Register either as checks on staff or un-prescribed checks on volunteers.

## **9.2 Staff Induction and Training**

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

### **9.2.1 Staff Induction**

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The Headmaster will ensure that all staff (including temporary staff and volunteers) are fully inducted, are made aware of the school safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these.

Staff must sign off that they have read and understood the following documents during induction training:

- The identity and role of the DSL, Deputy DSLs and Governor with responsibility
- The school's safeguarding and child protection policy
- Part 1 of KCSIE 2025 and Annex B or Annex A (as appropriate)
- Fire Emergency Plan Procedures
- The Staff Behaviour and Code of Conduct Policy (including whistleblowing procedures)
- Missing Child Policy

In addition to this the DSL will explain the following policies to them

- Safeguarding policy
- Staff Behaviour Policy
- Behaviour, Rewards and Consequences Policy
- Safeguarding Response to Children Missing from Education
- Online safety
- DSL roles

## **9.2.2 Staff Training**

The DSL will ensure all staff (and governors) receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

The Headmaster will keep a central record of all statutory and other training undertaken by

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staff.

As well as basic safeguarding training, the DSL and the Deputy DSL will receive specific training on their role and other relevant multi-agency training courses. The school will ensure that the Deputy DSL receives the same level of training as the DSL.

The DSL and Deputy DSL will receive training as set out in Annex C of KCSIE and cover inter-agency working, including Prevent, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of openness and listening to children.

The context of the school within the community will be a factor in determining the level and focus for training and responsiveness to factors such as FGM, radicalisation, Child sexual exploitation, on-line safety, and cyberbullying and mental health

Advice is sought from Wardel Associates Ltd as required to ensure that the training is sufficient, in line with CSCP directives and frequent enough to equip staff to follow the school's procedures and to raise concerns appropriately.

All staff are expected to undertake training to familiarise themselves with the risks of radicalisation and how to identify children and young people at risk.

In addition the DSL and Deputy DSL will undertake Prevent awareness training so they can provide advice and support for other staff members.

Training provided has regard to the requirements set out by the EYFS Statutory Framework. Specifically, it enables staff to identify signs of possible abuse, neglect or exploitation at the earliest opportunity, and to respond in a timely and appropriate way.

Staff will be expected to read and understand the annual safeguarding induction pack. This will be based on the induction training given to new staff and volunteers. This will be distributed at the beginning of each academic year and at such further times as needed. It will be talked through at the first staff meeting of the year and staff will be briefed and reminded of it at further meetings as necessary.

In addition to this the DSL will provide staff with appropriate guidance and training throughout the year in relation to specific safeguarding concerns, (such as how to report child on child abuse)

## **9.3 Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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When our pupils attend off-site activities, we check that effective child protection arrangements are in place.

## **9.4 Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

## **9.5 Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation. Abuse can take place wholly online or technology can be used to abuse offline by provide a platform that facilitates harm.

As part of its duty to provide a safe learning environment and ensure pupils are taught how to remain safe online, the school will implement the recommendations of Camden's model schools online policy available at: <https://cscp.org.uk/professionals/schools-and-nurseries-safeguarding-policies/>

The school takes e-Safety very seriously and organises specialist talks for parents. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

As part of the school's online safeguarding measures a strong Internet content filtering system has been set up on all school technology accessing the Internet.

The School ensures compliance with the DfE's 'filtering and monitoring standards for schools' by;

- The School employs Lightspeed filtering and Smoothwall monitoring systems to help protect pupils from harmful content online. Smoothwall Monitor is externally

# ***Hereward House School: Safeguarding and Child Protection Policy***

managed and alerts the DSL team of any concerning online behaviours, including signs of self-harm or radicalisation.

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing the filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet our safeguarding needs.

The filter is imposed on any electronic equipment accessing the internet via the school network. It is also the responsibility of the ICT Manager to regularly check (and when necessary, update) the list of 'blocked sites' to ensure continued pupil online protection. The school is aware that content filtering systems are unable to block access to websites from mobile phones. The school instead relies on pupil behaviour management to ensure pupils e-safety. Pupils must hand in their mobile phones for the duration of the school day.

The school builds resilience in its pupils by providing them with opportunities to learn about e-safety within a range of curriculum areas and ICT lessons. Educating pupils on the dangers of technologies that may be encountered outside school will also be carried out via PSHEE, as well as informally, when opportunities arise.

At age-appropriate levels, and primarily via PSHE, ICT or RSHE, pupils are taught to look after their own online safety. Pupils are informally taught about recognising online sexual exploitation, stalking and grooming, the risks, and of their duty to report any such instances they or their peers come across. Pupils can report concerns to the DSL, their form teacher and any member of staff at the school.

All pupils are aware that they are not allowed to use mobile phones during the school day.

Please see Online Safety Policy

## **9.6 RSHE (Relationships, Sex and Health Education)**

RSHE is a statutory requirement for all schools. The School follows the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019, updated 2021), and is currently aligning its provision with the updated **July 2025 RSHE guidance**, which will become **mandatory in September 2026**. The new guidance refines how schools approach safeguarding, online harms, mental health, and gender identity, and places greater emphasis on age-appropriate, professionally judged content delivery.

The School recognises that **preventative education** is most effective when delivered through a **whole-school safeguarding culture**, as outlined in *Keeping Children Safe in Education 2025*. RSHE at the School contributes to a broader framework of personal development and safeguarding by promoting:

# ***Hereward House School: Safeguarding and Child Protection Policy***

- **Respectful, kind, and safe relationships**
- **Mental health awareness and emotional wellbeing**
- **Online safety**, including AI-generated content, image-sharing, and digital consent
- **Understanding of family diversity**, equality, and legal protections under the *Equality Act 2010*
- **Awareness of harmful ideologies**, such as misogyny, incel culture, and extremism

The School is committed to a culture of **zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia**, and all forms of sexual violence and harassment.

Content is carefully adapted to be **age-appropriate**, inclusive, and **sensitive to pupils' needs**, including those with **SEND**. The RSHE curriculum is reviewed annually and is supported by pupil voice (e.g. via School Council) and parent engagement. Parents retain the right to withdraw their child from **sex education** outside of the national science curriculum, and the School is committed to **transparent communication and consultation** regarding RSHE provision.

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

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. The School will expect, where appropriate, providers to fully comply with the DfE guidance After school clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023) and will seek assurance in this regard.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **10: References**

A. 'The Early Years Foundation Stage: Statutory Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

B. 'Keeping Children safe in education' DfE guidance September 2025:

[Keeping children safe in education 2025](#)

C. 'Working Together to Safeguard Children', DfE guidance dated July 2023

[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

D. "Children's act 1989"

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

F. "Children's Act 2004"

<https://www.legislation.gov.uk/ukpga/2004/31/contents>

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **11: Other Related School Policies**

These policies can be found on the School Drive of the School's Computer Network. If you wish to see a copy of one of the following policies and do not have access to the School Computer Network please request a copy from the school office;

Anti-Bullying Policy

Appropriate Use of IT/AI Policies

Attendance Policy

Behaviour, Rewards and Consequences Policy

Health and Safety Policy

Missing Child Policy

Online Safety Policy

Parental Complaint Procedure

Personal Care Policy

Physical Intervention Policy

Promoting FBV & Prevent Duty Risk Assessment


Safe Recruitment Policy

Staff Behaviour and Code of Conduct Policy

## **12: Review**

The School's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. This policy is reviewed regularly monitored by the DSL and annually reviewed by the Headmaster and the Governing Body.

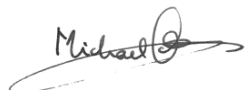
**Pascal Evans (Headmaster and DDSL)**

Signed:  .....

# ***Hereward House School: Safeguarding and Child Protection Policy***

**Date: 18/12/2025**

**Michael Abraham (Governor with Responsibility for Safeguarding)**

**Signed:**  .....

**Date: 18/12/2025**

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **Appendix 1: Procedure for Preventing extremism and radicalisation**

When operating this procedure the school uses the following accepted Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in these procedures. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by staff, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour, Rewards and Consequences Policy or our Staff Behaviour and Code of Conduct Policy. Where misconduct by a member of staff is proven the matter may be dealt with through the school’s disciplinary procedures. As part of wider safeguarding responsibilities school staff will be alert to:

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- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Neighbouring schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Views that are contrary to the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.

## **Teaching Approach**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHEE and assemblies. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils

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to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

## **Child Protection**

Safeguarding is the responsibility of everyone and all staff have a duty to report to the DSL any behaviour that concerns them as showing signs of an inclination to extremism or radicalisation. Where deemed necessary the DSL may discuss matters with Camden's children's social care or he may refer the child to Camden's Channel officer (0207 974 1475)

## **Online Safety**

The school ensures that children are safe from terrorist and extremist material when accessing the internet in school.

- It checks filters and revise ICT acceptable use agreements.
- It equips children to stay safe online, both in school and outside of school.
- It ensures teaching staff are aware of the risks posed by online activity of extremist and terrorist groups.

## **Training**

The DSL and all staff have undertaken Prevent awareness training so he can provide advice and support to other staff members.

All teaching staff have completed an online training module on internet safety.

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## **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 pupil. 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 pupils 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 pupils with these protected characteristics as all other pupils.

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 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-advice-for-schools)

### **Equality Duty**

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.

For more information please see: [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-on-the-public-sector-equality-duty-england)

# ***Hereward House School: Safeguarding and Child Protection Policy***

## **Appendix 3: HHS Safeguarding Induction Protocol added**

### **HHS Safeguarding Induction**

#### **1. CHILD PROTECTION - INDUCTION AND TRAINING**

**Safeguarding is everyone's responsibility and anyone can make a referral to children's social care.**

If you see or hear anything that concerns you, please could you report it immediately to one the Designated Safeguarding Leads;

**Paul Cheetham** – Designated Safeguarding Lead (Second Office)

**Michael Blakey** – Deputy Designated Safeguarding Lead (Form 4B)

**Alex Jenne** – Deputy Designated Safeguarding Lead (Second Office)

**Pascal Evans** – Deputy Designated Safeguarding Lead (Head's Office)

**Nathan Demetrius Franklin** - Deputy Designated Safeguarding Lead (Office)

If you have a concern about a pupil go to one of the DSLs. Ideally, Paul if available on site.

If you have a concern about staff members, supply teachers or volunteers (i.e. adults on site) go to Pascal Evans. If you have a concern about Headmaster you can go to the governors. I am a governor I will put you in touch with Mike Abraham, the governor responsible for safeguarding.

Please report any concerns, no matter how small. Often if something is picked up it may be 3 or 4 small concerns that don't meet the safeguarding threshold on their own but together build the picture that a child might be at risk.

Equally, there is very little chance that something misconstrued will ever lead to drastic consequences.

#### **Induction training for staff will include:**

- Training in safeguarding and child protection. Including definitions and signs and indicators of physical, emotional, sexual abuse and neglect, plus other specific safeguarding issues, for example, so-called 'honour based abuse', child sexual exploitation, harmful sexual behaviours (including child on child sexual violence and sexual harassment), sexting and consensual and non-consensual sharing of nudes/semi nudes, forced marriage, female genital mutilation, child on child abuse, bullying, including cyberbullying and prejudice-based and discriminatory bullying.
- Prevent awareness training to equip staff to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity, be able

# ***Hereward House School: Safeguarding and Child Protection Policy***

to confidently recognise susceptibility to terrorism and be aware of what action to take in response, including the our internal Prevent arrangements. Requirements under the Protect Duty.

- Our online safety policy for teaching staff & TAs, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. More information on our filtering and monitoring systems and processes is provided in our Child Protection and Safeguarding Policy.
- The role and identity of the Designated Safeguarding Lead and Deputies.
- Use of Mobile Phones – covered separately.
- A copy of our Safeguarding / Child Protection Policy (including the Staff Behaviour Policy, and our Whistleblowing Policy) : key documents:
  - HHS Safeguarding Policy (circulated and awaiting Camden 2025 update) & KCSIE 2025
  - Information about the DSL/DDSLs
  - **Behaviour, Rewards and Consequences Policy**
  - Staff code of conduct
  - Whistle Blowing Procedures
  - On-line Safety Training (Educare)
  - Children Missing in Education & Attendance Policies – Safeguarding Response

Copies of the documents referred to above are provided to all staff during induction – every September.

## **What are the school’s procedures around child-on-child abuse? What forms might child on child abuse take? How does the school take steps to minimise the chance of child on child abuse occurring?**

Child on child abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, sexual violence and sexual harassment; physical abuse; sexting (or youth produced sexual imagery); initiation violence and rituals.

The school will ensure that all staff are aware of child on child abuse and know what action to take when a pupil’s behaviour is likely to cause harm to other pupils. This may be through:

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- Bullying
- Online bullying
- Physical violence
- Sexual violence and sexual harassment
- Up-skirting
- Sexting (youth produced sexual imagery)
- The sharing of nudes and/or semi-nudes
- Initiation/hazing type violence and rituals

Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or “just having a laugh” or “boys being boys”. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children.

The School takes the following steps to minimise the risk of child on child abuse.

- This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- There is a strong and positive PHSE/RSE curriculum with timetabled lessons each week in all year groups that tackle such issues as prejudiced behaviour and give children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood.
- Staff will consider each issue and each individual in their own right before taking action.
- Pupils are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop ‘rules of acceptable behaviour’.
- Pupils are involved in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive

1.	Who has responsibility for safeguarding in your school?	<b>Everyone</b>
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2.	Who should you talk to if you have a concern about a child?	<b>DSL – Paul</b>  <b>If away:</b>  <b>DDSL – Pascal, Alex J, Michael, Nathan</b>
3.	What should staff be mindful of in thinking about children being able to disclose abuse?	<b>The pupil may not feel ready nor know how to tell somebody they are being abused and some children may not actually know they are being abused.</b>
4.	Apart from KCSIE 2025, what is the name of the other statutory guidance that schools must follow?	<b>Working Together to Safeguard Children 2023</b>
5.	What term has replaced ‘peer on peer abuse’?  Why do you think the terminology was changed?	<b>Child on child</b>  <ul style="list-style-type: none"> <li>• Peer might imply child/cohort of same age</li> <li>• Peer does not necessarily mean a child</li> </ul>
6.	What is mean by Operation Encompass?	Joint police and education initiative to notify schools directly about domestic abuse incidents involving families of any children so that they can be supported.
7.	What is contextual safeguarding?  Can you give an example of extra-familial risk?	Safeguarding risks outside the family  gangs, neighbourhood, peer group
8.	What is meant by a ‘low level concern’ in relation to staff?	This is a concern about the behaviour of a member of staff which does not meet the threshold for referral to the LADO but should be dealt with within the school procedures for managing low level concerns
9.	Who can make a referral about a child to the Local Authority?	Anyone although it is best to go via DSL or DDSL because they will have a full picture of the situation
10.	What should you do if you think that a concern you have raised has not been followed up?	<ul style="list-style-type: none"> <li>• Go back and attempt to discover that is happening</li> <li>• Call for action if concerns remain</li> <li>• Question decision making since HHS ethos encourages this</li> <li>• LA has process so that a professional challenge can be made</li> </ul>

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