



Safeguarding and Child Protection Policy

September 2025 –2026

Our School Vision

Our Christian faith underpins the life of the school, and through God's enduring love, we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness, our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

School: **St John of Jerusalem C. of E. Primary School**

Head Teacher: **René Africa**

Named Designated Safeguarding Lead(s)

Note: All schools must appoint a senior leadership team member to coordinate safeguarding arrangements.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Amy Bliss	Rene Africa Dominic Williams-Richards Patricia Lewis	Nana Akwa	Jean-Michel Garcia-Alvarez

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the headteacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
René Africa		Jean-Michel Garcia-Alvarez	Nana Akwa

Contents

1. **Introduction**
2. **Legislation and statutory guidance**
3. **Definitions**
4. **Equality statement**
5. **Our School's Commitment**
6. **Our Approach to Safeguarding Children**
7. **Roles and Responsibilities**
8. **Our Designated Safeguarding Lead(s) will:**
9. **Our Head Teacher will ensure that:**
10. **Our Governing Body will ensure that:**
11. **Supporting Children and Working in Partnership with Parents**
12. **Information about Safeguarding for Pupils**
13. **A Partnership Approach**
14. **Identifying children who may be at risk or may have been significantly harmed**
15. **Definitions and Indicators of Abuse**
16. **Taking action to ensure that children are safe at school and home**
17. **All School Staff must immediately Report**
18. **Responding to Disclosure**
19. **Confidentiality**
20. **Pupil Information**
21. **Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)**
22. **Action following a Safeguarding Referral**

- 23. Dealing with Disagreements and Escalation of Concerns
- 24. Providing a safe and supportive environment
- 25. Safer Recruitment and Selection
- 26. Safe Practice
- 27. Positive Handling
- 28. School Training and Staff Induction
- 29. Support, Advice and Guidance for Staff
- 30. Safeguarding Concerns and Allegation regarding person(s) working in or on behalf of the School (including volunteers)
- 31-57. Further Information on Safeguarding Issues
- 32- Appendices

1. Introduction

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

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

2. Legislation and Statutory Guidance

This policy is in line with statutory guidance for schools and colleges [Keeping children safe in education 2025 Working Together to Safeguard Children \(2018\)](#) and [London Child Protection Procedures \(5th Edition\)](#), and the [Governance Handbook](#).

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

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

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action to make sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of **'It could happen here'**.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in the circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer significant harm.

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

Children include everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

The alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator, too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality Statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home-educated

5. Our School's Commitment

St John of Jerusalem C. of E. Primary School is committed to safeguarding and promoting our pupils' welfare. Each pupil's welfare is of paramount importance. Throughout this document, 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable children to have the best outcomes.

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

We, as a school, recognise that:

- Some children may be especially vulnerable to abuse, including those missing education, those experiencing extra-familial risk or those with a special educational need or disability;

- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently, whilst at School, their behaviour may be disruptive and/or challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff can be made, however careful and safe our recruitment practices.

6. Our Approach to Safeguarding Children

St John of Jerusalem C. of E. Primary School will ensure all staff know their safeguarding and child protection responsibilities and can identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL) on-site. They will have appropriate training and understanding of managing concerns effectively with the welfare of children and young people as their primary focus.

7. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility.

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem

7.1 All Staff and Volunteers will:

- Fully comply with the School's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns. In addition, all staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping children safe in education 2025, and review this guidance at least annually.

- Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).
- Staff who do not work directly with children are required to read (a condensed version of part 1), which can be found in Annexe A of KCSIE 2025
- Staff who work directly with children are also expected to read Annexe B of KCSIE (about specific safeguarding issues),
- All staff will sign a declaration at the beginning of each academic year to say they have reviewed the guidance.

7.2 All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding and child protection policy, the staff code of conduct policy, behaviour policy, the role and identity of the designated safeguarding leads (**DSL-Amy Bliss and Deputy DSL-Dominic Williams-Richards, René Africa and Patricia Lewis**), the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their homes, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection

Section 15 and Appendix 4 of this policy outline in more detail how staff are supported to do this

8. Our Designated Safeguarding Lead(s) (DSL)

Our DSL is **Amy Bliss**, and Deputy DSLs are **Dominic Williams-Richards, Rene Africa and Patricia Lewis** (online safety lead). The DSL takes lead responsibility for child protection and wider safeguarding in the school.

The DSL will be available during school hours for staff to discuss safeguarding concerns during term time from 9 a.m.-3.30 p.m.

When the DSL is absent, the Deputy DLS will act as cover.

If the DSL and Deputy DLS are not available, Rene Africa, Headteacher, will act as cover;

The DSL will:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Provide advice and support to other staff on child welfare and child protection matters
- Contribute to the assessment of children
- Have a good understanding of harmful sexual behaviour
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Will ensure that the staff know who these children are, understand their academic progress and attainment
- Maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments they could make to support these children best
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police) and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Keep the headteacher informed of any issues
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- leading on online safety (including filtering and monitoring standards)

8.1 Referrals

- Act as a source of support, advice and expertise within our School and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.

- Liaise with the Headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings as appropriate;
- Monitor and support Child in Need and Child Protection plans;
- Keep detailed, accurate and securely stored written or electronic records;
- Promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police) and support staff who make such referrals directly.

8.2 Safeguarding Concerns and Allegations

Training

- Training will provide the Designated Safeguarding Lead with a good understanding of the role and the processes, procedures and responsibilities of other agencies, particularly children's social care.
- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care;
- Have knowledge of the [CHSCB Escalation Policy](#), the [Local Authority Designated Officer](#) (LADO) role, and the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the School's safeguarding policy;
- Ensure that all staff have induction safeguarding training and receive regular updates;
- Access resources and attend any relevant or refresher training courses at least every two years.

8.3 Raising Awareness

- Ensure the **Safeguarding and Child Protection Policy** is **updated and reviewed annually** and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy, which alerts them to the fact that referrals may be made and the role of the School in this to avoid conflict later;
- Where a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new School separately from the main pupil file and ensure the pupil's Social Worker is informed.

9. Our Head Teacher will Ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented and followed by all staff;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks, including exploitation;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively, including the assessment of pupils, the attendance of initial child protection conferences, core group and other necessary meetings;
- Ensure that the DSL has appropriate time, funding, training and resources and that there is always adequate coverage if the DSL is absent.

All staff and volunteers feel able to raise concerns about poor or unsafe practices regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle-Blowing Policy](#)

-
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the [Local Authority Designated Officer \(LADO\)](#);
- Anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.
- This policy is communicated to parents/carers when their child joins the school and via the school website.
- The relevant staffing ratios are met, where applicable.

10. Our Governing Body will Ensure that:

- The School has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The School operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The School follows the <https://www.londonsafeguardingchildrenprocedures.co.uk/>
- and the statutory guidance [Keeping children safe in education 2025](#) for dealing with allegations of abuse against staff and volunteers
- A senior member of the School's leadership team is designated to take lead responsibility for safeguarding (and at least one deputy safeguarding lead is in place
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the School. This governor takes strategic responsibility at the governing body level for safeguarding arrangements in our school.
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
- The chair of governors (Jean-Michel Garcia-Alvarez) will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see Appendix 3).

Ensure the school has appropriate filtering and monitoring systems and review their effectiveness.

This includes:

- Making sure that the leadership team and staff are aware of the provisions in place and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#) and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Staff undertake appropriate safeguarding/child protection training at regular intervals;
- Comply with the City and Hackney Safeguarding Children Partnership s11 auditing requirements;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;

- Where services or activities are provided on the school premises by another group or individual, the school will check that they have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.
- All governors will read part one of Keeping children safe in education 2025

11. Supporting Children and Working in Partnership with Parents

- St John of Jerusalem C. of E. Primary School recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals to children's social care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties;
- The Designated Safeguarding Lead will determine which members of staff 'need to know personal information for the purpose of supporting and protecting the child on the principle that those working directly with children will need to know';
- Staff will not be able to share this information further without the express permission of the DSL.

12. Information about Safeguarding for Pupils

Through the curriculum and lessons, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome, taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave responsibly and respectfully. Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices.

All pupils know there is a Designated Safeguarding Lead (DSL) responsible for their safety and welfare and that they have a right to speak to this member of staff or any other if they are worried or concerned. They are reminded that confidentiality cannot be guaranteed but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought so that their views about actions are known. There is a display in the school identifying the DSLs, and children are made aware of this.

13. A Partnership Approach

St John of Jerusalem C. of E. Primary School recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

The Child Safeguarding Practice Review Panel and the Department for Education (DfE) have

issued a joint communication, setting out the expectations on the statutory safeguarding partners in relation to serious incident notifications, rapid reviews, serious case reviews and child safeguarding practice reviews. These immediate changes will be implemented alongside section 19 of the CHSCP's safeguarding arrangements. Any meetings required as a consequence will be convened virtually by the CHSCP team.

14. Identifying children who may be at risk or may have been significantly harmed

Teachers, staff, and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of suffering significant harm. The relationships between staff, pupils, parents/carers and the public, which foster respect, confidence and trust, can lead to disclosures of abuse and/or school staff being alerted to concerns.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

<https://www.gov.uk/report-child-abuse-to-local-council>

If a child is suffering or likely to suffer harm or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

15. Definitions and Indicators of Abuse

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

Emotional abuse is the persistent emotional maltreatment of a child, such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from

participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

- **Children** include everyone under the age of 18.
- The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by Chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

16. Taking Action to Ensure that Children are Safe at School and Home

All staff must read and follow the statutory guidance for schools and Keeping Children Safe in Education 2025: Safeguarding information for all staff:

[Keeping children safe in education 2025](#)

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or Allegation. Accordingly, all concerns regarding the welfare of pupils

will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

17. All School Staff Must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Behaviours which give rise to suspicions that a child may have suffered harm;
- Any concerns that a child may be suffering from inadequate care, ill-treatment, or emotional maltreatment;
- Concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a child or young person;
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present);
- Information which indicates that the child is living with someone who does not have parental responsibility for them for more than 28 days ([Private Fostering](#));

17.1. Responding to Disclosure

- Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The School recognises that those who disclose such information may do so with difficulty, having carefully chosen to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential, and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language. (Appendix 1)
- Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

17.2. All Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the Cause for Concern Form (Appendix 1);
- Try to keep questions to a minimum and of an 'open' nature, e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

- Sign and date the write-up and pass it on to the DSL via CPOMS. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
- None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

18. Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2018\)](#) and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.

Staff should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.
- If staff need to share ‘special category personal data, the DPA 2018 contains ‘safeguarding of children and individuals at risk as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There’s no definitive answer because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: 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
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this

should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information-sharing advice for safeguarding practitioners](#) includes 7 'golden rules for sharing information and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSL)

The School will ensure:

- Information is shared with Children's Social Care and Police where the child/young person is or may be at risk of significant harm;
- Pupil's and parent's/carer's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

19. Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with Hackney Education guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our School requires accurate and up-to-date information regarding the following:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from School (if different from above);
- Any relevant court orders in place, including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions, etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact details of GP;
- Any other factors which may impact on the safety and welfare of the child

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

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will

be transferred to the School or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Safeguarding Lead.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's information-sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

If staff need to share 'special category personal data, the DPA 2018 contains 'safeguarding of children and individuals at risk as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Confidentiality is also addressed in this policy with respect to record-keeping in section 14 and allegations of abuse against staff in appendix 7.

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

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but do not promise confidentiality;
- Consider any urgent medical needs of the child;
- Make an immediate referral to Hackney Children and Family Services' First Access and Screening Team if there has been a disclosure and/or Allegation of Abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children and Families Service's First Access and Screening Team](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' First Access and Screening Team (FAST) or children's social care in the borough where the child resides, decide:

- Wherever possible, talk to parents, unless doing so may place a child at risk of significant harm, impede any police investigation, and/or place the member of staff or others at risk;
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Contact the designated officer for safeguarding in another agency if that agency is working with the family;

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file;
- If further monitoring is necessary, agree who and how this will be undertaken;
- If it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care for children living in Hackney need to be completed using the [Multi-agency Referral Form](#) (Appendix 2). For children living outside Hackney, the local authority where the child is resident will be contacted.

21. Action following a Safeguarding Referral

Children who have a social worker - The particular vulnerability of these children is recognised where a child needs a social worker, and this should inform decisions about safeguarding

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

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

22. Dealing with Disagreements and Escalation of Concerns

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

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

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

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

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

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

- Contact the line manager in children's social care if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- Contact the line manager in children's social care if they consider that the child protection plan does not adequately safeguard the child and follow this up in writing;
- Use the [CHSCB Escalation Policy](#) if this does not resolve the concern.

23. Safer Recruitment and Selection

St John of Jerusalem C. of E. Primary School pays full regard to the statutory guidance for schools and colleges; [Keeping children safe in education 2025](#). We ensure that all appropriate measures are applied in relation to everyone who works in the School and who is, therefore, likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

23.1 Safer recruitment - Supply staff and allegations

Any concerns about supply staff will be fully explored.

- The School is responsible for managing allegations about supply teachers and will ensure that allegations are dealt with appropriately, even when the School is not the employer. ***'In no circumstances should a school ...decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome'*** (paragraph 215).
- Staff will be reminded to raise concerns about any adult working in the School.
- The School will work with other agencies (LADO) to investigate when someone who has worked at the School has **"behaved or may have behaved in a way that indicates they may not be suitable to work with children."** This relates to situations where a member of staff's behaviour outside School may suggest 'transferable risk'. E.g. an incident which did not involve children but could have an impact on the staff member's suitability to work with children, such as substance misuse or domestic violence.
- We will reinforce to staff about the impact of their choices outside the School on their career prospects.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).

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

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

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts, an enhanced DBS check will be

undertaken unless they are supervised roles that are considered not to meet the definition of regulated activity;

- This School is committed to keeping an up-to-date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our School ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA);
- Staff responsible for recruiting and appointing must be suitably qualified.

24. Safe Practice

Our School will comply with the current [Guidance for Safer Working Practice for Adults who Work with Children and Young People 2019 and addendum 2020](#)
<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf>

and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the School.

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

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Staff are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

25. Positive Handling

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

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

26. School Training and Staff Induction

The School's Designated Safeguarding Lead and Governor, with designated responsibility for

safeguarding, will undertake appropriate safeguarding and child protection training and refresher training at two-year intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The School will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the School's safeguarding policy and informed of the School's safeguarding arrangements on induction. The School will maintain a register of who has received this information and when.

27. Support, Advice and Guidance for Staff

Amy Bliss, Dominic Williams Richards and Patricia Lewis will support the staff. The DSLs will be supported by **René Africa**, (headteacher) and **Nana Akwa**.

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

If you are not sure whether or not to make a safeguarding referral, you can contact the Children and **Family Services' First Access and Screening Team** to discuss your concerns on **020 8356 5500** during office hours and **020 8356 2710** out of hours.

See Appendix 4 – Key Contacts for safeguarding and child protection issues in Hackney.

28. Safeguarding Concerns and Allegation regarding person(s) working in or on behalf of the School (including volunteers)

[Keeping children safe in education 2025](#)

Where an allegation is made against any person working in, or on behalf of, the School that they have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain high professional behaviours and appropriate professional boundaries at all times in line with the [Code of Conduct](#). Staff will be encouraged to use the [Whistle Blowing Policy](#) if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the School.

29.1 Initial Action by the person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;

- Make a written record of the information using the Record Form (Appendix 1) or CPOMS, including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the Allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

29.2 Initial Action by the Headteacher

- Obtain written details of the concern or Allegation, but do not investigate or interview child, adult or witnesses;
- Contact the [Local Authority Designated Officer \(LADO\)](#) within one working day;
- Discuss with the DO (Designated Officer) the next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 6,7);
- Inform the Chair of Governors of the Allegation.

29.3 Subsequent Action by the Headteacher (or designated person)

- In consultation with the DO (Designated Officer), conduct a disciplinary investigation if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the DO;
- Ensure clear and comprehensive records regarding the Allegation, action is taken, and the outcome is retained on the staff member's personnel file;
- Consider, along with Human Resources and the LADO, whether a referral to the DBS should be made.

30. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, gang-related activity and promoting positive behaviour, determining the most appropriate agency to consult with or refer to should be made by referring to the [Children and Young People's Services Resource Guide for Professionals](#).

31. Bullying

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

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, it can have a significant effect on a child's wellbeing and, in very rare cases, has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, must be

reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the School, and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

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

32. Online Safety

The breadth of issues classified within online safety is considerable but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of or causes harm.

The School recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails to enticing children to engage in sexually harmful conversations, behaviours, webcam photography or face-to-face meetings. Cyberbullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in School. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home, and the School will encourage parents to consider measures to keep their children safe when using social media.

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

33. Filters and monitoring

The Governing body is doing all that it reasonably can to limit children's exposure to the above risks from the School IT system. As part of this process, the governing body is ensuring the school has appropriate filters and monitoring systems in place. We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs. risks. The appropriateness of any filters and monitoring systems is a matter for individual schools and colleges. It will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: [UK Safer Internet Centre](#). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the School. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular, and the Schools should

carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 74) and the requirement to ensure children are taught about safeguarding, including online (paragraph 78), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

34. Information and support.

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

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

35. Photography and Images

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

To protect pupils, we will:

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

36. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children’s Social Care.

When parents inform our School that they wish to 'home educate' their child, our School will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

37. Children Who Harm Others

Our School recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour, and the school staff should be alerted to the fact that they are likely to pose a risk to other children in the School, home and community.

Where this harm involves sexual abuse serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This School recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child through sexual Abuse or serious physical or emotional Abuse, the School will make separate referrals to Children's Social Care for the victim(s) and perpetrator(s).

Such children and young people are likely to be children in need, and some will, in addition, be suffering or at risk of suffering significant harm and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour while being identified and responded to in a way that meets their needs, as well as protecting others.

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

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

38. Child on Child abuse

[Child-on-child abuse](#) is any form of physical, sexual, emotional and financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including serious bullying (including cyberbullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- It is a serious and potentially criminal offence

- Could put pupils in the school at risk
- Is violent
- It involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS) if appropriate.

Suppose the incident is a criminal offence, and there are delays in the criminal process. In that case, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

38.1 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

38.2 Ensure Staff are Trained to Understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- Even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here.”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - Certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - They should speak to the DSL if they have any concerns
 - Social media is likely to play a role in the fall-out from any incident or alleged incident, including potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA Children’s Social Care to determine this.
- Some circumstances make it unreasonable or irrational for us to reach our view about what happened while an independent investigation is ongoing.

39. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include

non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

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

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

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

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

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

If, as a school, we are concerned a child is being sexually exploited, we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

40. Child Criminal Exploitation

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

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

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

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or threatened by other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

41. County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of 'deal line'. They are likely to exploit children and vulnerable adults to move

and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

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

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

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

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”; and
- challenging behaviours (which are potentially criminal), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising Abuse in SEND children;

‘Upskirting’ has now become a criminal offence and therefore requires a safeguarding response if it happens in school. (The Voyeurism Offences Act), which came into force on 12 April 2019, explains in more detail what this means.

When we, as a school, consider issues of sexual violence and harassment between children, we will consult [governmental guidance](#) and seek support from our children’s social care partners.

43. Sharing of nudes and semi-nudes (‘sexting’)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth-produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Please share information about the incident with other members of staff, the pupil(s) it involves or their or other parents and/or carers.
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

43.1 Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine the following:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases, parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts, and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above applies, then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

44. Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding and responding to young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts and recognise that assessment of and intervention with these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

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

Extra-Familial Risk Panel

Hackney [Extra Familial Risk Panel \(EFRP\)](#) co-ordinates safeguarding intervention in cases where a child or a group of children are:

- At risk of, or already experiencing harm caused by people outside their family and/or;
- At risk of, or already causing, harm to young people outside their family.

45. Children with special educational needs and disabilities

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

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

46. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.

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

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the [police](#).

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

47. FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

48. Further information on so-called ‘honour-based’ violence

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are Abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

49. Online Safety and the Use of Mobile Technology

KCSIE outlines that your policies on online safety and the use of mobile and smart technology should be reflected in your child protection and safeguarding policy. Among other things, this should include filtering and monitoring on school devices and the school network.

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

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)

- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The four key categories of risk

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

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

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues, including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example, that:

- Staff are allowed to bring their personal phones to school for their use but will limit such usage to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the Internet in school, the use of the school's ICT systems and the use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the four key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and children protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

50. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges and are three times more likely to be abused than their peers.

Additional barriers can exist when recognising abuse and neglect in this group, including:

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

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

51. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

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

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

52. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

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

We have appointed a designated teacher, Rene Africa, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with **statutory guidance**.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- . Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- . Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

53. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

St John of Jerusalem School recognises that AI has many uses, including enhancing teaching and learning and helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content, for example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

54. Complaints and concerns about school safeguarding policies

54.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

54.2 Whistle-Blowing

[See Whistle-Blowing Policy](#)

54. Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the [Prevent Duty](#); staff must be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of

schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils from debating controversial issues. On the contrary, the School will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

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

55. Extended School and Off-Site Arrangements

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

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location, and activity to be undertaken in accordance with the School's Risk Assessment protocol.

56. Children's Mental health

It is recognised that Children's **mental health** needs could be linked to safeguarding concerns. "Schools and colleges have an important role to play in supporting the mental health and well-being of their pupils" (para 113.KCSiE)

Staff need to understand that

- mental health problems can be an indicator of abuse (or an indicator of future abuse).
- The impact of previous abuse or traumatic experiences can affect pupils' well-being for a considerable time.
- Staff are well-placed to observe changes in behaviour which may indicate that a child has mental health problems (they should also know that it is not their job to make a diagnosis).
- [Guidance on Mental Health](#) and behaviour in schools is shared with staff
- DSL is aware of The Link Programme rolled out and supported by the DfE to train senior mental health leads <https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme>

57. Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- . Are at risk of harm or neglect
- . Are at risk of forced marriage or FGM
- . Come from Gypsy, Roma, or Traveller families
 - › Come from the families of service personnel
 - › Go missing or run away from home or care
 - › Are supervised by the youth justice system
 - › Cease to attend school
 - › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police if the child is suffering or likely to suffer from harm or in immediate danger.

Appendix 1

Cause for Concern Form -Page 1 (Staff also use CPOMS to report incidents)

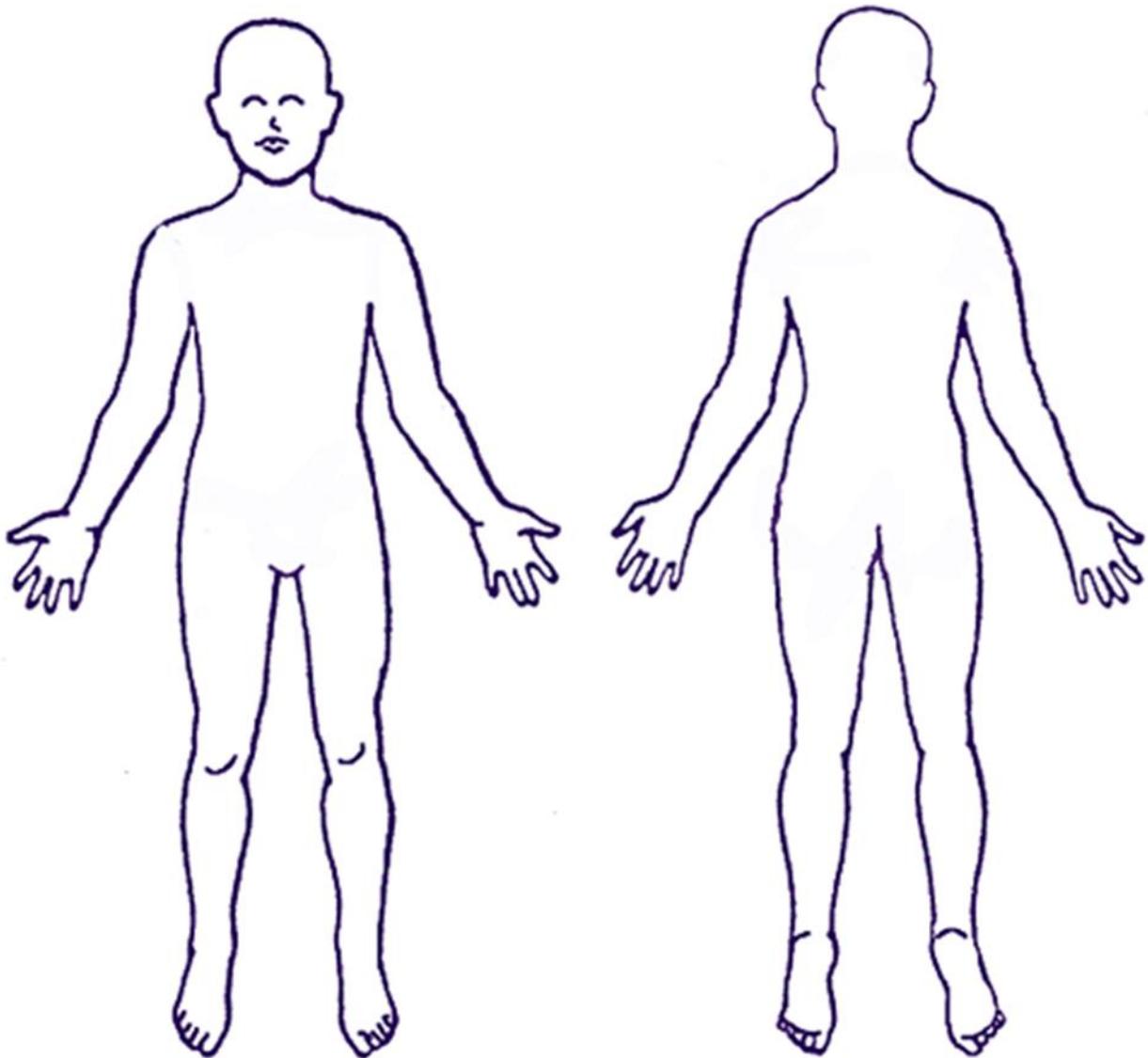
Name of child:	Date of incident:
Class and year:	Time of incident:
Location of incident:	Date of record:
Name of person reporting:	Time of record:

Concern/Incident – Describe your concern using clear, straightforward language:

Opinion: How does this fit with what you know about the child?

Cause for Concern Form (Page 2) – Body Map

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



Appendix 2

Agency referral to Hackney Children's Social Care

Referral form for use by all agencies.

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION, THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

Name and contact details of the person making the referral			
Name:			
Name of agency/organisation:			
Address:			
Telephone Number:		Fax Number:	
Email Address:			
Date written referral is being made:			
Date telephone referral made (if applicable) and to whom:			
Relationship of the person making the referral to the child/family:			

NAME(S) and DATE(S) OF BIRTH of the child(ren) being referred (please list here all children in the family):				
Child(ren)'s preferred language if not English speaking:				
Ethnic origin and Nationality, if known:				
Details of a wider social and professional network (e.g. significant family/friends, GP, health visitor, schools, professionals working with members of the household)				
Name	Role/ Relationship	Address	Telephone number	Email

Name of parent(s)/carer(s) with whom child(ren) live(s):

Parent(s)/Carer(s) preferred language if not English speaking:	
---	--

Address:

Telephone number(s):	
-----------------------------	--

Any other relevant family details:

Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents, etc.):

Is the referral for information only?	
--	--

Is there evidence that any children in the family are being subject to significant harm?	
---	--

If 'YES' please specify:

Actions taken by referring agency/involvement with the family:	
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed, please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children's Social Care has been made?	
If 'No', please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	
Is there any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?	
<p>Please e-mail this form to FAST@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a CJSM email address, please send it to fast.account@hackney.cjism.net.</p> <p>If you have difficulties sending this by email, please fax it to 020 8356 5516/7.</p> <p>Should you need any assistance in completing this form or wish to follow up on your referral, please call the First Response Service on 020 8356 5500.</p> <p>If Children's Social Care has not acknowledged your referral within three working days, please make contact to confirm it has been received.</p> <p><i>Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.</i></p>	

Appendix 3

Hackney Key Contacts and Guidance

Useful Contact Details:

- Hackney First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/dbs

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

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

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

[Keeping children safe in education 2025](#)

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing Guidance for Practitioners:

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

London Borough of Hackney Code of Conduct:

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

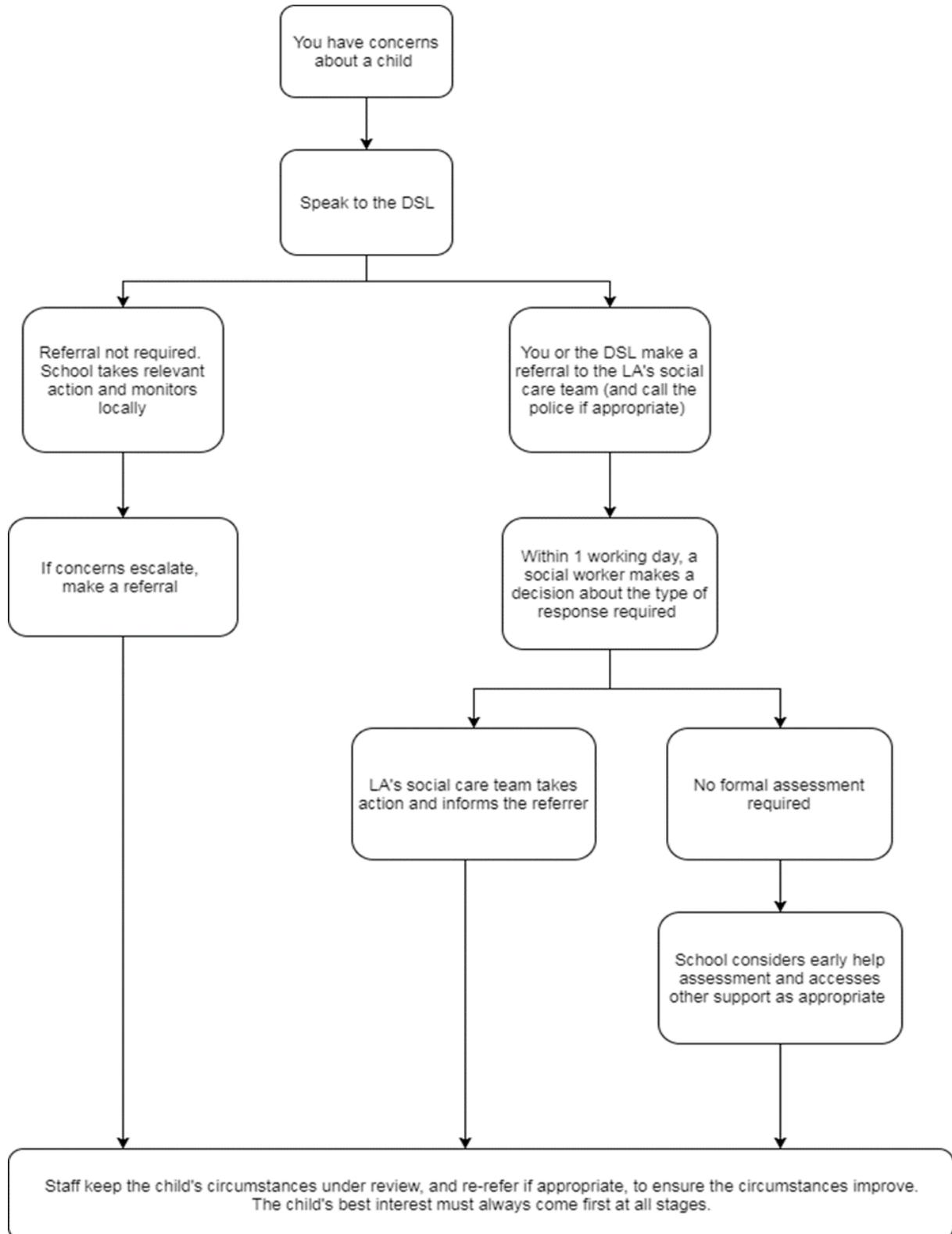
HLT Whistle Blowing Policy:

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

Appendix 4

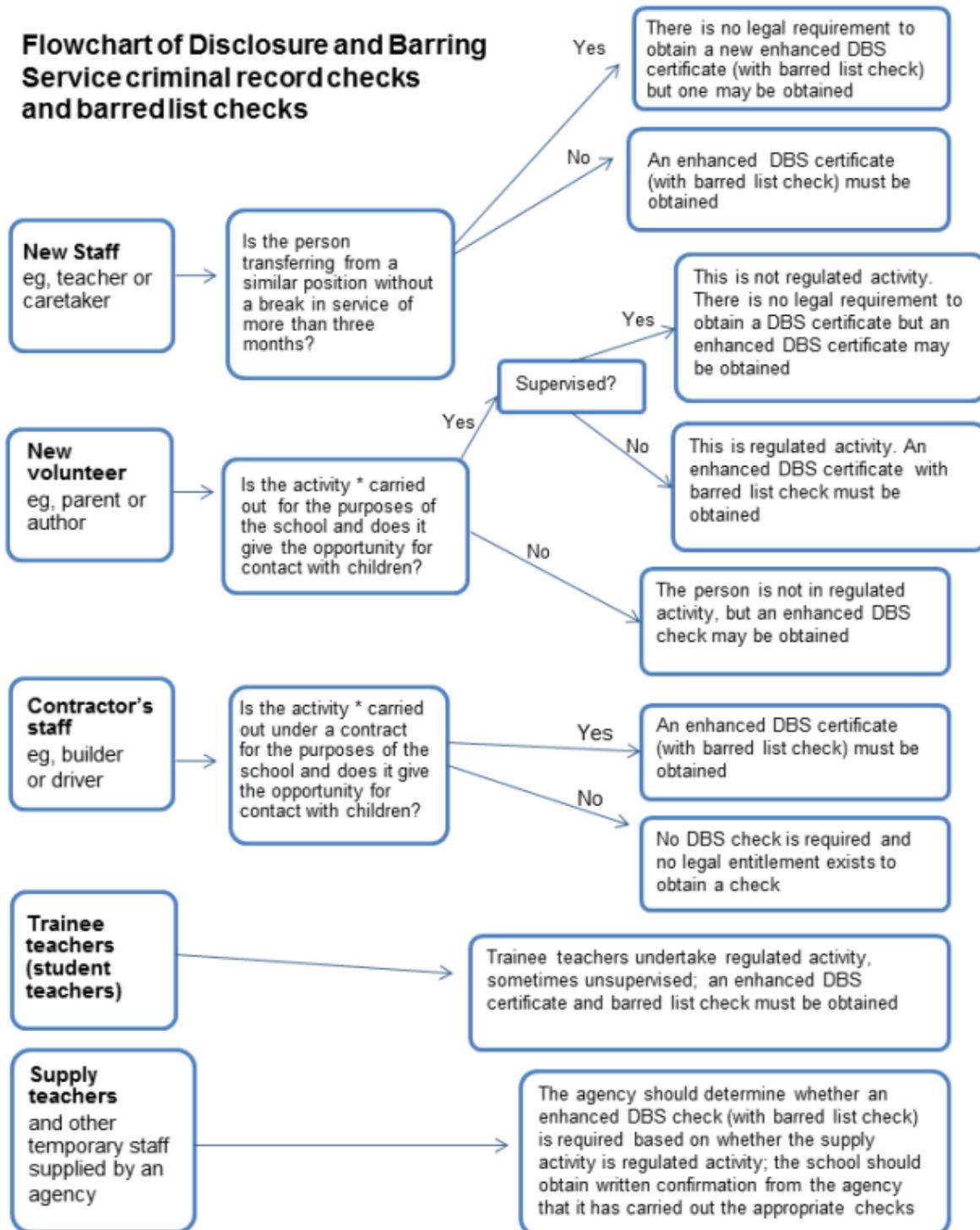
Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



Appendix 5

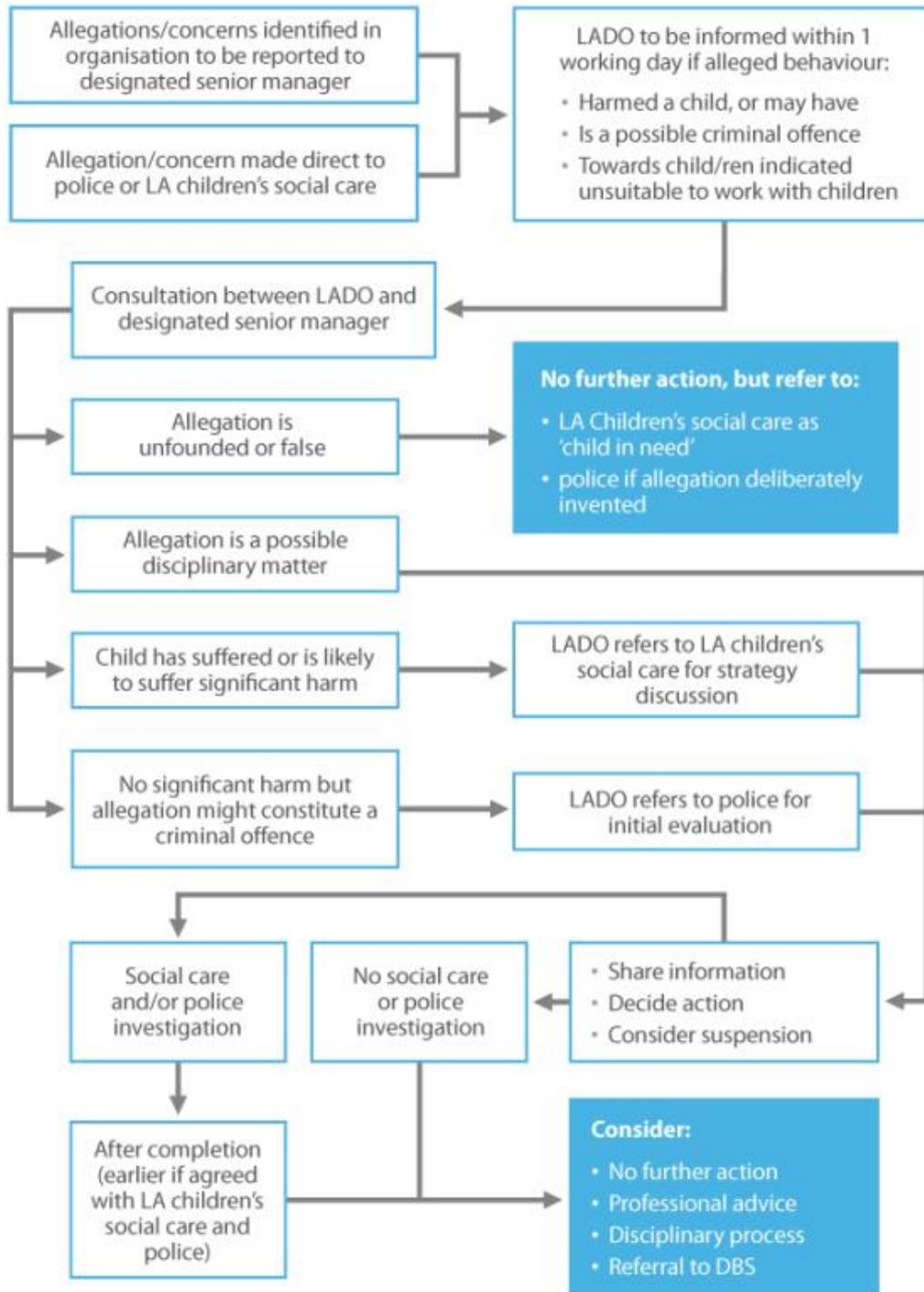
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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

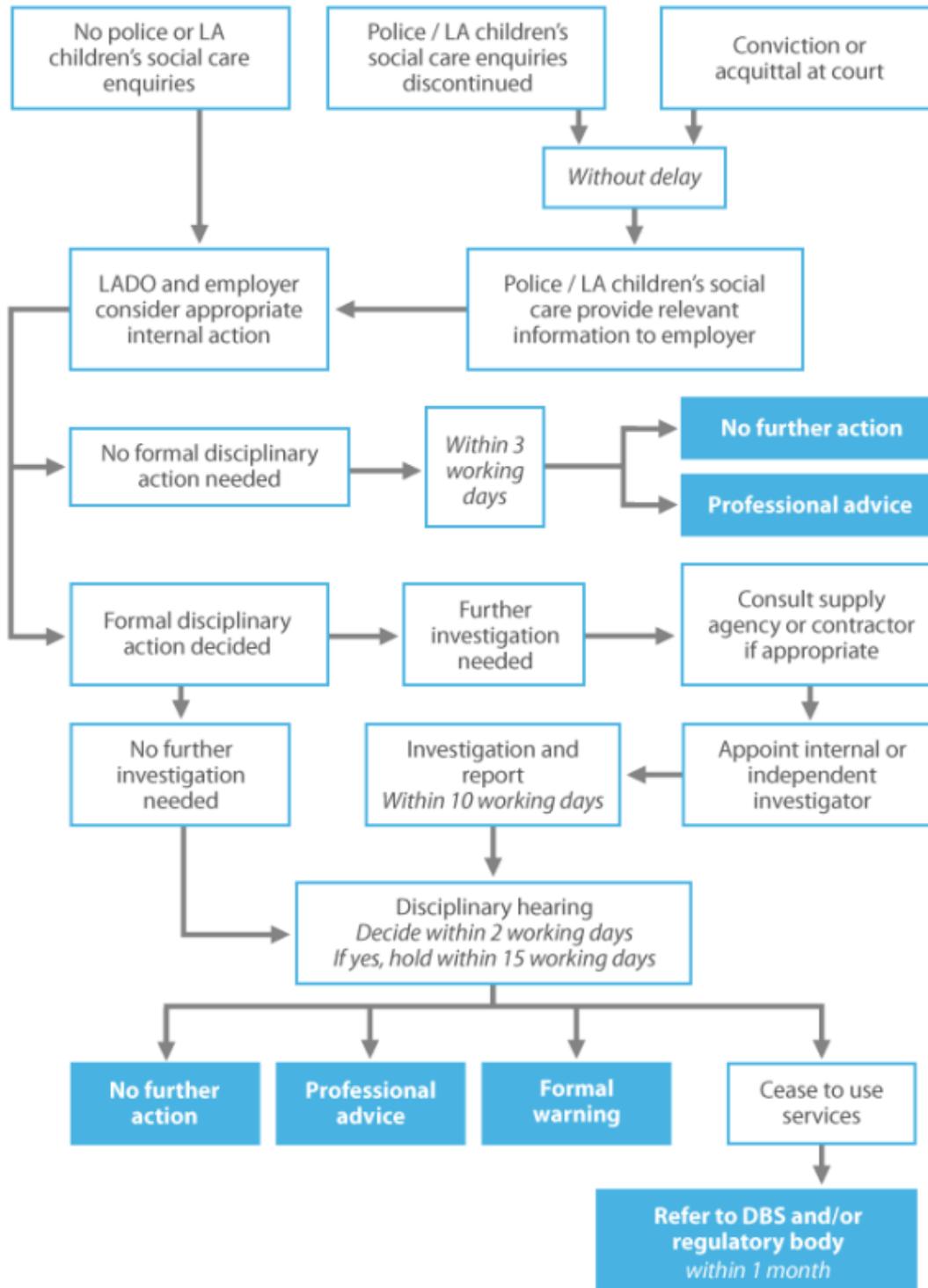
Appendix 6

Allegations/Concerns Against Staff Child Protection Process



Appendix 7

**Allegations / Concerns Against Staff
Disciplinary / Suitability Process**



Appendix 8

Recruitment and Selection Checklist:

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

- Planning:

Timetable decided: Job description, person spec, application form, reference

- Vacancy advertised – includes reference to safeguarding policies and DBS requirements

Applications on receipt – scrutinized, and any gaps in employment noted

- Short list prepared -
- References – seeking – sought directly from the referee
- References – on receipt – checked against information on the application and scrutinized
- Invitation to interview – includes all relevant information and instructions
- Interview arrangements – at least two interviewers, with at least one having done safer recruitment training
- Interview-
- Pre-interview – identify all qualifications of the applicant and ID (preferably birth certificate), take copies
- Post- interview-
- Conditional offer of appointment – pre-appointment checks
- References – scrutinized
- Identification – verified
- Qualifications – verified
- Permission to work in the UK
- Enhanced DBS to be completed ASAP after the appointment
- DBS Barred list
- Health
- Prohibition (for teaching posts)
- Qualified Teacher Status (for teaching posts)
- Statutory Induction
- Check DFE's guidance on recruiting teachers from overseas

[Recruit teachers from overseas - GOV.UK \(www.gov.uk\)](http://www.gov.uk)