Stoke Newington School & Sixth Form

Child Protection Policy

Headteacher	Zehra Jaffer
Chair of Governors	Ndidi Edozi
Policy Author	Zehra Jaffer – Headteacher and Designated Safeguarding Lead
Statutory Policy	Yes
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Date of Review	Section/Subheading	Details of changes
September 2025	6. Roles and Responsibilities	Staff members updated
	8. Disclosures	Platforms used updated.
	17. Online Safety Section	Expanded definitions of online risks & staff conduct guidance
	22. Attendance Concerns	Included communication of weekly attendance reports from Alternative Provision providers. Half-termly visits by Senior Staff. Collating Safeguarding Policies of AP settings.
	25. Appendix 4 – Specific Safeguarding Issues	Resources updated for radicalisation and Child Sexual Exploitation (CSE)

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1. Definition of safeguarding

Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Stoke Newington School(SNS)'s Child Protection Policy Statement

The purpose of this policy statement is:

- to protect children and young people who receive SNS's services from harm. This includes the children of adults who use our services
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We are committed to equality and anti-discriminatory practice. We will give equal priority to keeping all young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

We recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.

This policy applies to anyone working on behalf of SNS, including senior managers and the governing body, paid staff, volunteers, sessional workers, agency staff and students.

3. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing 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 female genital mutilation (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
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the guidance can be found in Appendix A.

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

- role description for the designated safeguarding officer
- dealing with disclosures and concerns about a child or young person
- managing allegations against staff and volunteers
- recording concerns and information sharing
- child protection records retention and storage
- code of conduct for staff and volunteers
- behaviour codes for children and young people
- photography and sharing images guidance
- safer recruitment
- online safety
- anti-bullying
- managing complaints
- whistleblowing
- health and safety
- induction, training, supervision and support
- adult to child supervision ratios.

5. Our Commitment

At our school we will meet our commitment to keeping children safe by:

- listening to children and respecting them
- appointing a designated safeguarding lead and a governor oversees safeguarding at the highest level in the organisation
- writing detailed safeguarding and child protection procedures
- making sure all staff and volunteers understand and follow the safeguarding and child protection procedures
- ensuring children, young people and their families know about the organisation's safeguarding and child protection policies and what to do if they have a concern
- building a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns
- maintaining an attitude that "it could happen here"
- referring more complex matters, as necessary, to the local authority (MASH or CAMHS), as appropriate.

6. Roles and Responsibilities

6.1. The Child Protection Team

Designated Safeguarding Lead (DSL)	Zehra Jaffer – Headteacher

Designated Safeguarding Lead(DSL) – Day to Day	Shane Bell-Nevin - Acting Deputy Headteacher
Deputy DSLs	Nisha Johal– Child Protection Officer Francis Enebeli – Head of Lower School Melanie O'Malley – Head of Upper School Shane Bell-Nevin – Head of Sixth Form Geneya Jean-Pierre Cole – Pastoral Counsellor Fiona Davies – Pastoral Counsellor Nneka Okafor–Sholaja – Pastoral Counsellor

The DSL is a member of the Senior Leadership Team. Our DSL is Shane Bell-Nevin (Acting Deputy Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school.

The Deputy DSLs – Nisha Johal, Geneya Jean-Pierre Cole, Fiona Davies, Melanie O'Malley, Francis Enebeli and Shane Bell-Nevin.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL may be contacted out of school hours if necessary by email or MS Teams

When the DSL is absent, the Deputy DSLs or the Pastoral Counsellors team,– will act as cover during the day and the Heads of School. If the DSL and deputies are not available, Zehra Jaffer(Headteacher) will act as cover (for example, during out-of-hours/out-of-term activities).

Given the volume of potential safeguarding matters reported at the school, the Deputy Designated Safeguarding Leads (DSLs) are authorised to act as DSLs provided they are appropriately trained and qualified and that any matters which are deemed to be near the required safeguarding threshold – "if a child is at risk of harm, is in immediate danger, or has been harmed" - are brought to the attention of the DSL/headteacher. Issues to be brought to the attention of the headteacher include any safeguarding matters involving hospitalisation or a change in the social services status of a pupil.

The DSL/Deputy DSLs will be given the time, funding, training, resources and support to:

- provide advice and support to other staff on child welfare and child protection matters
- 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
- to keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme.

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL will liaise with the Headteacher to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.

The full responsibilities of the DSL and Deputy DSLs are set out in their job description.

6.2. The Governing Body

The Governing Body will:

- facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Governing body should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including in relation to online safety and for children to be taught about safeguarding, including in relation to online safety (paragraph 129), that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.

This is always a different person from the DSL. The SNS Safeguarding Link Governor is Joyce Adeluwoye-Adams.

The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

All governors receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training provides them with the knowledge to ensure the school's safeguarding policies and procedures are effective.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body will be doing all that they reasonably can to limit children's exposure to online risks from the school's IT system. As part of this process, the governing body will aim to ensure the School has appropriate filters and monitoring systems in place and regularly review their effectiveness.

They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing Body should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

6.3. The Headteacher

The Headteacher is responsible for the implementation of this policy, including:
ensuring that staff (including temporary staff) and volunteers:

- are informed of our systems which support safeguarding, including this policy, as part of their induction
- understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- communicating this policy to parents/carers when their child joins the school and via the school website
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

The local authority will decide within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

- All Staff

All staff will be aware of:

- our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education
- the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as 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 and radicalisation
- the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

Staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training will be regularly updated.

In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

7. Definitions and Signs of Abuse

Child abuse is when anyone under the age of 18 is either being harmed or not properly looked after. There are four main categories of child abuse: physical abuse, emotional abuse, sexual abuse and neglect. Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

Further information and definitions of abuse can be found in Appendix 1.

7.1. Recognising the General Signs of Abuse

Children experiencing abuse often experience more than one type of abuse over a period of time. Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of certain places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol,
- drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, these must be reported to the designated safeguarding team.

7.2. Parent/Carers – Worried about your child/children

A large number of children and young people will experience behaviour or emotional problems at some stage. For some, these will resolve with time, while others will need professional support.

It might be difficult to know if there is something upsetting a child, but there are ways to spot when something's wrong. Parents/Carers should look out for:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Self-harm or neglecting themselves

Parents/Carers know their child better than anyone, so if they are worried, first think if there has been a significant change in their behaviour. If there has, is it caused by any specific events or changes in their life? Does it only happen at home, school or college, or when they're with others or alone?

If parents/carers are worried or unsure, there is support out there. They should contact the school or GP should they deem this would be most appropriate. Resources for parents/carers include:

- MindEd for Families also has information explaining some common behavioural problems in different age groups.
- Young Minds – The organisation has a parent/carer helpline
- Anna Freud – has a wealth of resources to support parents/carers.

7.3. Disclosures

Disclosure is the process by which children and young people start to share their experiences of abuse with others. At SNS we understand that this process can take time and our approach will always be child-centred. Children may disclose directly or indirectly, and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.

7.4. How a disclosure happens

Children and young people may disclose abuse in a variety of ways, including:

- directly– making specific verbal statements about what's happened to them
- indirectly – making ambiguous verbal statements which suggest something is wrong
- behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- non-verbally – writing letters, drawing pictures or trying to communicate in other ways.

Children and young people may not always be aware that they are disclosing abuse through their actions and behaviour. Sometimes children and young people make partial disclosures of abuse. This means they give some details about what they've experienced, but not the whole picture. They may withhold some information because they:

- are afraid they will get in trouble with or upset their family
- want to deflect blame in case of family difficulties as a result of the disclosure
- feel ashamed and/or guilty
- need to protect themselves from having to relive traumatic events.

7.5. Barriers to Disclosures

Some children and young people are reluctant to seek help because they feel they don't have anyone to turn to for support.

They may have sought help in the past and had a negative experience, which makes them unlikely to do so again.

They may also:

- feel that they will not be taken seriously
- feel too embarrassed to talk to an adult about a private or personal problem

- worry about confidentiality
- lack trust in the people around them (including parents) and in the services provided to help them
- fear the consequences of asking for help
- worry they will be causing trouble and making the situation worse
- find formal procedures overwhelming

Not all children and young people realise they have experienced abuse, for example if they have been groomed.

7.6. Responding to a Disclosure or Concern

The National Security of the Prevention of Cruelty to Children (NSPCC) identify three key interpersonal skills that help a child feel they are being listened to and taken seriously:

- Show you care, help them open up: Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today' help.
- Take your time, slow down: Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
- Show you understand, reflect back: Make it clear you're interested in what the child is telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.

It's vital that any child who is trying to disclose abuse feels that they are being listened to and taken seriously. But there can be a risk that if professionals just believe the child's account without thoroughly investigating the situation, this can lead to unfair bias against the alleged abuser as formal investigations progress (Child Protection Resource, 2021; Transparency Project, 2018).

This means it's important to maintain an unbiased approach when responding to disclosures and follow our school's procedures to ensure each case is treated in a fair and transparent manner and that the child gets the protection and support that they need.

It's important to keep accurate and detailed notes on any concerns you have about a child. You will need to share these with the Designated Safeguarding Lead(s). These notes need to be logged on to the school's safeguarding programme – CPOMS.

These need to include what the child said or did that give you cause for concern (if the child made a verbal disclosure, write down their exact words) and any information the child has given you about the alleged abuser**.**

8. Confidentiality

Confidentiality is an important principle that enables people to feel safe in sharing their concerns and to ask for help. However, the right to confidentiality is not absolute. Sharing relevant information with the right people at the right time is vital to good safeguarding practice.

The sharing of information is underpinned by the following principles:

- 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 the 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
- 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) only

9. Reporting a Disclosure or Concern

All staff members are to report any disclosure or concern to the Child Protection Team in a timely manner via the CPOMS App. If there is an imminent risk of harm this must be reported without delay to the DSL so safety measures are put in place, which may also involve external agencies. At all times the child's safety is of paramount importance.

10. Reporting systems for Students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for students to confidently report abuse, such as student's being able to email 'stop@sns.hackney.sch.uk'.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Students may also contact a trusted adult at the school, someone with whom they can be open, the choice of whom should be the child's (as far as is reasonably possible);

Concerns are dealt with confidentially and on a need to know basis. Where information must be shared the student concerned will be informed about the need to share and reasons behind the sharing the information, always rooted in keeping the young person safe.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

11. 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:

- whether there is an immediate risk to student(s) and whether immediate action should be taken to safeguard students.
- if a referral needs to be made to the police and/or children's social care;
- if applicable, if it is necessary to view the image(s) in order to safeguard the young person, and whether the image(s) have been shared widely, and via what services and/or platforms if known. In most cases, images or videos should not be viewed;
- what further information is required to decide on the best response;
- any relevant facts about the students 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 students 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 special educational needs)
- What the DSL knows about the incident
- If subject to imagery, if material suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent and if any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm, for example, the young person is presenting as suicidal or self-harming.
- If none of the above apply 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.

12. Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the students involved (if appropriate).
If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

13. Informing parents/carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or concern.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

14. Referring to the police

If it is necessary to refer an incident to the police, this will be done through our Safer Schools Officer James Ridout, if not available the Safer Schools Team or by contacting 101.

15. Early Help

Early help is defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (Keeping Children Safe in Education 2024)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs (children with disabilities are 3 times more likely to be abused than their peers)
- has a physical or mental health need
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse , where a child may see, hear the effects of domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

16. Online Safety

All staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.

17.1. Four Category Risks

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, misinformation, disinformation (including fake news) and conspiracy theories , racism, misogyny, self-harm, suicide, anti-Semitism, 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

17.2. Roles and Responsibilities

All staff to be clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens
- How to report safeguarding and technical concerns, such as if:
    - They witness or suspect unsuitable material has been accessed
    - They are able to access unsuitable material
    - They are teaching topics that could create unusual activity on the filtering logs
    - There is failure in the software or abuse of the system
    - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
    - They notice abbreviations or misspellings that allow access to restricted material
    - They notice extremist or controversial material which leads to the targeting of members of the community.

Senior Leaders need to be aware of and understand:

- What provisions our school has in place and how to manage these provisions effectively
- How to escalate concerns when identified to them
- Buying-in the filtering and monitoring system our school uses
- Documenting what is blocked or allowed, and why
- Reviewing the effectiveness of our provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
- Overseeing reports
- Making sure staff are trained appropriately and understand their role

The DSL takes responsibility for online safety, including understanding the filtering and monitoring systems and processes in place - this is part of their role in taking the lead responsibility for safeguarding. This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

The DSL works with our IT staff to make sure our provision is effective, and who liaises with our filtering and monitoring provider for specific training and support.

Staff and Governors should use the DfE's data protection guidance for schools to help you:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

Network Manager – Nicholas Batchelor – manages filtering and monitoring
DSL – Shane Bell-Nevin – provides specific training and support

Educate students 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 students are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training 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 own use, but will limit such use to non-contact time when students are not present
- Staff will not take pictures or recordings of students on their personal phones or cameras
- The school provides internet and email facilities for work-related activities only, and any misuse may lead to disciplinary action. Staff members are permitted reasonable personal use of the internet during lunch breaks. The school may monitor email traffic and time spent on the internet as part of any investigations into suspected misuse of the system.

- Staff should not engage in inappropriate use of social media sites, either inside or outside of working hours, which may bring themselves, the school or employer into disrepute. Staff should not have contact with any pupil through social media (unless the pupils are family members) and should exercise caution when posting photographs and/or comments so that professional standards are maintained and staff do not compromise themselves or the school.
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' 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 4 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

This section summarises our approach to online safety and mobile phone use.

17.3. Sharing of Nudes and Semi-Nudes ('sexting')

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 student 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 student to delete it

- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(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 student(s) that they will receive support and help from the DSL.

17.4. Online safety and the use of mobile technology

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 wellbeing issues. To address this, our school aims to:

- have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

16.5. Filtering and Monitoring

Filtering and monitoring systems are used to keep students safe when using school's IT system.

Filtering systems - Blocks access to harmful sites and content.

Monitoring systems - Identifies when a user accesses or searches for certain types of harmful content on school devices (it does not stop someone accessing it). Our school is then alerted to any concerning content so we can intervene and respond.

We know no filtering and monitoring system is 100% effective, so we need to use it alongside our existing safeguarding systems and procedures.

17. Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, report it directly to the local authority designated officer (LADO).

18. Peer-on-peer Abuse

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 students.

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

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

- is serious, and potentially a criminal offence
- could put students in the school at risk
- is violent
- involves students being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL. The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'.

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

If a student makes an allegation of abuse against another student, you must record the allegation and tell the DSL, but do not investigate it

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.

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 contact the children and adolescent mental health services (CAMHS), if appropriate Safeguarding students will be a priority, however there be occasion to sanction under our Behaviour Policy.

18.2. 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 students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are 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
- 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
- That 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
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student 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
- That they should speak to the DSL if they have any concerns.

19. Opportunities to Teach Safeguarding

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.
In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance,36 which can be found here.

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

These will be underpinned by the school'ss behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This programme will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships education. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is?

- How it is most likely to be encountered?
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment?
- Issues of legality?
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

20. Children who are lesbian, gay, bi, or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, bi-phobic and transphobic bullying and abuse. The School has a safe arena for students who identify as LGBT with the School's Pride Club.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

KCSIE says your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

21. Attendance Concerns

Where a child has an Education Health and Care Plan, the local authority will need to review the plan whilst working closely with parents. Students who are absent or not-attending school, particularly on repeat occasions and/or for prolonged periods' can indicate potential safeguarding issues. We will work with the local authority children's services where school absence indicates safeguarding

concerns. Our Attendance Officer will work closely with our Child Protection team where there is an attendance concern.

Where a child is attending an alternative provision the Attendance officer will receive weekly reports of attendance and the senior member in charge of overseeing AP will visit once a half term.
The school has all safeguarding policies for any alternative provisions used.

22. Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs (SEN) or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. 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
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these students, which includes working with the Inclusion Team and Pastoral Support Workers to work with the student to reassure and help with communication.

23. Students with a social worker

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

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

24. 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. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- We have appointed a Designated Teacher for Looked After Children (DTLAC), Leila Alkunshalie, 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 student premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans
- 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

25. Virtual School Heads

Virtual School heads(VSH) manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the VSH to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

Statutory guidance on promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads.
In addition to their statutory duties, the role of VSH was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

Non-statutory guidance on promoting the education of children with a social worker contains further information on the roles and responsibilities of virtual school heads.

26. Use of school site by other organisations

SNS ensures all third parties using the school receive our Child Protection Policy through our lettings company – Vivify. We will responding to allegations relating to incidents taking place when a third-party organisation (or individual) is using the school's or college's premises. We will use our safeguarding policies and procedures, making appropriate referrals to external agencies made.

27. 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).

28. Other complaints

Please see link to the School's Complaints Policy here.

29. Whistle-blowing

Please see link to Hackney's Whistle-blowing policy here

30. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Our record-keeping is both paper-based and uses CPOMS. These records are kept in a secure, locked filing cabinet separate to other records and are retained until the young person's 25th birthday. These cabinets are in the pastoral counsellor's office. Where information is to be shared, this in line with the local safeguarding procedures. https://chscp.org.uk/child-protection-procedures/
In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

31. Appendix 1 - Types of Abuse

Abuse, including neglect and exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional Abuse - is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, Supporting practice in tackling child sexual abuse - CSA Centre

Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child 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, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Affluent neglect
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

32. Appendix 2 - Safer Recruitment and DBS Checks – Policy and Procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Once we have shortlisted candidates, we will ask shortlisted candidates to:
- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

The following statement is shared with all shortlisted candidates:

As employers we are committed to safeguarding and promoting the welfare of children. A DBS clearance is a statutory requirement for all positions. Shortlisted candidates will go through an online search against their name as part of due diligence checks.

We are an equal opportunities employer committed to ensuring diversity in our workforce.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview. When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made
- Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: criminal records checks for overseas applicants

- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers
Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers
We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- DBS checks on volunteers are free.

Governors
All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings
Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience
When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families
Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.
Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

33. Appendix 3 - Safeguarding Concerns and Allegations Made about Staff

This section refers to safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.
Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority
- If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

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

Procedure for dealing with allegations
In the event of an allegation that meets the criteria above, the case manager will conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation.

The decision to contact the LADO will be based upon the following criteria, whether the adult, member of staff or volunteer,:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that suggests they may pose a risk of harm to children
- behaved or may have behaved in a way that suggests they may not be suitable to work with children

The decision to **not** contact the Local Authority Designated Officer (LADO) will be based on the adult's behaviour upon the above criteria not being met. The behaviour will be followed as art of the school's Code of Conduct Policy. However, advice may be sought from Hackney's HR team and/or the LADO.

Once contact has been made with the LADO, the case manager will:

- Discuss the allegation with the Local Authority Designated Officer (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate:

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The member of staff may also be supported by their trade union representative.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales
We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days
- However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Action following a criminal investigation or prosecution
The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated
If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports
If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations
If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After all cases where the allegations are *substantiated, unfounded, false, malicious or unsubstantiated,* the case manager will review the circumstances of the case to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual
- For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

In any cases where the allegations are substantiated, this review will include the local authority's designated officer.

Non-recent allegations
Abuse can be reported, no matter how long ago it happened.
We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Concerns that do not meet the harm threshold
This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:

- Suspicion
- Complaint
- Concern made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns
The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Sharing low-level concerns

At SNS, we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.
We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer

- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Responding to low-level concerns – to go under managing allegations for a staff member

All low level concerns are to be reported to the Headteacher only. In the absence of the Headteacher these concerns will be reported to the Senior Deputy Headteacher.

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

34. Appendix 4 - Specific Safeguarding Issues

Children Missing from Education

A child going missing from education including **deliberately being absent from school,** 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 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 a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who 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 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 missing, 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.

Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will seek advice from our Safer Schools Team and contact parent/carers. We will fully support the work of agencies to locate the student.

Child criminal exploitation

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 to threaten other young people. Indicators of CCE can include a child:

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

If a member of staff suspects 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.

Sexual Exploitation (CSE) - Child sexual exploitation
Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

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

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may
To support young person involved or at risk of CSE the school may use the following resources
https://shorespace.org.uk

Grooming and coercion

Sexual exploitation is a hidden crime. Young people have often been groomed into trusting their abuser and may not understand that they're being abused. They may depend on their abuser and be too scared to tell anyone what's happening because they don't want to get them in trouble or risk losing them. They may be tricked into believing they're in a loving, consensual relationship. Some children and young people are trafficked into or within the UK for sexual exploitation.

Child sexual exploitation online

When sexual exploitation happens online, young people may be persuaded or forced to:

- have sexual conversations by text or online
- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone (Hamilton-Giachritsis et al, 2017).

Abusers sometimes use the threat of sharing images, videos or copies of conversations to make young people do things they don't want to do. This might include forcing a young person to pay them money or take part in further sexual activity. This is sometimes referred to as sexually coerced extortion or 'sextortion' (Internet Watch Foundation, n.d.).

Images or videos may continue to be shared long after the sexual abuse has stopped.
Whatever form child sexual exploitation takes, it can have a significant impact on children and young people. It's vital that everyone who works and volunteers with children can identify the signs of child sexual exploitation, and know how to act to keep children safe.

Domestic abuse

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

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

Older children may also experience domestic abuse and/or violence in their own personal relationships.

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

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

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

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)
So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM
The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by, or at risk of FGM.

Indicators that FGM has already occurred include:
- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues

A female student:
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A female student:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

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

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose:

government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Preventing radicalisation

An updated definition of radicalisation(Keeping Children Safe in Education 2024), which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'

- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, refer to the DfE's guidance on managing risk of radicalisation in your education setting

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system
- The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends

- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including curriculum policy, behaviour policy, online/e-safety policy, and/or others].

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

Children and the court system

- Separate age-appropriate guides for schools to support children have been published: 5 to 11 year-olds and 12 to 17 year-olds

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance

- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
- Risk factors which increase the likelihood of involvement in serious violence include:
- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors
All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign electronically and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children
If a child is not collected at the end of the session/day, we will contact parent/carers, if it is deemed safe to do so, followed by the priority contacts. If there is no contact, we will seek the support of Children Social Services and our Safer Schools Officer.

35. Appendix 5 – Single Point of Access to CAMHS

City & Hackney CAMHS Alliance

CITY & HACKNEY
CAMHS ALLIANCE



FIND OUT MORE ABOUT OUR NEW

SINGLE POINT OF ACCESS TO CAMHS

WHO WE ARE?

One service made up of multiple professionals from all our NHS CAMHS services, receiving all new referrals for children and young people (under 18) with a range of mental health or emotional wellbeing concerns, within City of London and Hackney boroughs.

WHAT WE DO?

Single Point of Access (SPA) is a one-stop central point for triaging all new CAMHS referrals. We identify which form of support is best required to meet the individual needs of the child or young person, and which service might be able to offer such support. These might be NHS services, community organisations, online support or advice.

CALL US FOR MORE INFO
(MON-FRI 9:00-16:30)

020 7014 7079

SIMPLIFIED REFERRAL PROCESS

All referrals are sent to one service (SPA) using **one referral form**, one email address and one phone number, instead of having to choose from multiple options.

CENTRALISED POINT OF CONTACT

Centralised point of contact to get advice about a possible referral, find out more information about an active referral and all communications coming from one place.

IMPROVED RESPONSE TIME

Improved response times between referral and allocation to services, avoiding delays and referrals bouncing between services.

huh-tr.camhs-spa@nhs.net

www.cityandhackneycamhs.org.uk

36. Appendix 6 – CAMHS Referral September 2025

City and Hackney Single Point of Access (SPA) for CAMHS
Child and Adolescent Mental Health Services Referral Form

The Single Point of Access is the entry point for all CAMHS referrals. Children and young people up to 18 years with a range of mental health or emotional wellbeing concerns are triaged to direct them to the most appropriate service. Find more information on our website.

Please note:
The CAMHS crisis service is the right place to direct children, young people and families where an **urgent** response is needed.
City and Hackney 24hr Crisis Line 111 option 2 or direct to A&E

If the referral is for a **query relating to an eating disorder**, please ensure that all relevant details are completed by a Health Care Professional on the table at the end of this form. Referrals which do not have minimum required information will be returned to the GP/Referrer for completion before being triaged.

If you have any queries before making a referral or wish to discuss a recent referral, you can contact the SPA by calling **020 7014 7079** Monday to Friday from 9:30 – 3:00pm or send an email huh-tr.camhs-spa@nhs.net

MANDATORY INFORMATION about Referred Person:			
Surname:		Forenames:	
Date of Birth: (DD/MM/YYYY)		NHS No: *(If known)*	
Ethnicity:		Nationality: Religion:	
Sex at birth:	*Or specify:*	Gender Identity: Pronouns:	
First Language:	Main spoken language	Interpreter needed?	☐ Yes ☐ No
Address:		Postcode:	

MANDATORY Contact details: ***Please supply details for both young person and parent/carer***		**MANDATORY These contact details belong to:**
Home Telephone:		☐ Young Person (16+) ☐ Parent/Carer
Mobile Telephone:		☐ Young Person (16+) ☐ Parent/Carer
Work Telephone:		☐ Young Person (16+) ☐ Parent/Carer
E-mail:		☐ Young Person (16+) ☐ Parent/Carer
Other Contact Details:		☐ Young Person (16+) ☐ Parent/Carer

Is the YP/family happy to be sent communications about appointments and assessments via email? ☐ Yes ☐ No
Is the YP/family happy to be sent text reminders to the mobile phone number? ☐ Yes ☐ No
Please select the family's preferred way(s) of communication:

☐ Phone	☐ E-mail	☐ Post	Other:	
Has the child been referred to CAMHS Disability/First Steps/ Specialist CAMHS/ Hackney CFS in the past? *Please tick as appropriate:* ☐ Yes ☐ No ☐ Don't know Has a sibling been referred to CAMHS Disability/First Steps/ Specialist CAMHS/Hackney CFS in the past? *Please tick as appropriate:* ☐ Yes ☐ No ☐ Don't know Sibling name:				
Name of person(s) with parental responsibility:				
Main Carer(s):	☐ Parent	☐ Mother	☐ Father	☐ Grandparent
	☐ Step Parent	☐ Foster Parent	☐ Guardian/Other	☐ Resident Key Worker

Name	D.O.B age	Relationship to the above	Address if different	School/College or Occupation

Any access needs due to Disability or Health? ☐ **Yes** ☐ **No** ***Please Specify:***	
What is the level of learning disability? (If applicable)	
Are there any developmental or medical factors?	
Any physical factors? ☐ Yes ☐ No	
*If **Yes***- What has been tried to date, and what has been helpful?	

GP DETAILS: ***(Please note: We can only accept referrals from CYP under Hackney or City of London GP's)***	
Name:	
Address (including postcode): Tel:	

SCHOOL DETAILS:	
Name:	
Address (including postcode): Tel:	
Extra learning support in education/setting:	☐ Yes ☐ No
EHCP?	☐ Yes ☐ No
Please comment if child is not meeting (behind) expected education levels/share details of EHCP if relevant:	

MANDATORY CONSENT:		
Has the parent/carer or young person asked for the referral to be made?	☐ Yes	☐ No
Has the parent/carer or young person given informed consent for this referral to be made?	☐ Yes	☐ No

If the referral is regarding a query for an ADHD or Autism assessment is the parent/carer aware we will need to contact school to complete the relevant forms?	☐ Yes	☐ No

REASON FOR REFERRAL:

Please state reason for your referral, describing in as much detail as possible what is the nature and background of the problem, including:
how long the difficulties have been occurring.
how this is impacting on day-to-day functioning
any identified risks
any previous interventions
any other significant concerns or health problems that have affected the child/family.
What is your own view of the problem and how can CAMHS help?

Relevant selected consultations:
Please add here:

In our experience the success of our work largely depends on the active participation of young people/parents/carers. How does the young person/family view this referral? What in your view is the young person/family's motivation and ability to engage? Please mention any particular strengths and family resources.

SAFEGUARDING ISSUES OR ANY RELEVANT HISTORY OF TREATMENT INFORMATION
Urgent Safeguarding concerns should be directed to children social care: 020 8356 5500

Please tick if any member of the family is the subject of:

☐ Chlidren's Safeguarding Plan
☐ Any kind of legal restriction order(s)
☐ Court cases either pending or current

If so, please give details:

Other Agencies (if known):

☐ Social Services
☐ MAT
☐ SENCO
☐ Speech Therapist
☐ Young Hackney
☐ LEAP
☐ Occupational Therapist
☐ Educational Psychologist
☐ Other
☐ Adult Mental Health Services

Name and designation postal address, and designation:		Contact Details: (Telephone & Email)	
Referral Date:			

Please discuss the reasons you give for the referral with the parents or carers and (allowing for age and ability) the young person concerned. It is helpful to have as much information as possible completed. You can also enclose the most recent assessments of the child or young person.

THE ADDITIONAL INFORMATION ON THIS FINAL PAGE SHOULD BE COMPLETED ONLY FOR REFERRALS WHERE THERE IS CONCERN ABOUT AN EATING DISORDER

Eating Disorder Referral		
The following information is required for referrals to CAMHS Community Eating Disorder Service (CEDS). ***Referrals for eating Disorders can be sent directly to the team @*** *elt-tr.elceds-cyp@nhs.net* *We require information about weight, height, and eating disordered behaviours to determine whether the young person meets our service criteria. Please find out this information before making a referral. Some information might need completing by a Healthcare professional, we advise non-healthcare professionals to direct the young person and family to their GP when making a referral to CEDS.* *Information marked with a (*) is necessary in order to process the referral, please ensure these are filled out fully as referrals will be returned if this information is not included.*		
Physical Health		
* Current weight:	* Height: No events found.	Weight for height No events found. %
* Has there been rapid weight loss (more than 500g/week for 2 consecutive weeks)		☐ Yes ☐ No
* Has there been recurrent fainting or dizziness? *If yes, please indicate when/how often:*		☐ Yes ☐ No
Does the young person have any medical condition (including diabetes) or take any prescribed medication?		☐ Yes ☐ No *If yes, please detail here:*
History		
Is the Child or Young Person:		
* Deliberately attempting to lose weight?		☐ Yes ☐ No
If yes, please indicate which compensatory behaviour is the young person using (e.g., vomiting, dietary restriction, purging or excessive exercise)		
* Bingeing? (Eating a large amount of food in a short time with a feeling of loss of control)		☐ Yes ☐ No
* Concerned about their weight and/or shape? If so, do they have a goal weight in mind?		☐ Yes ☐ No Goal weight:
Please explain how long these problems have been present and what was the weight before the problem started:		

Examinations and Investigations

For healthcare referrers:		
Pulse: 23-Apr-2018 **O/E - pulse rate**: 88 beats/min	BP (lying):	BP (standing):

I have sent the young person for the following investigations:

	Yes	No	Result, if known
U&E's	☐	☐	
TFT's	☐	☐	
FBC	☐	☐	
ESR	☐	☐	
LFT's	☐	☐	
Calcium	☐	☐	
Phosphate	☐	☐	
Magnesium	☐	☐	
Glucose	☐	☐	

For non-healthcare referrers	
I have directed the young person to their GP for a physical health check:	☐ Yes

37. Appendix 7- Peer on Peer Risk Assessment

Stoke Newington School
& Sixth Form

Safety Plan for Peer-on-Peer Abuse/ Harmful Sexual Behaviour

This Safety plan is for use when an incident(s) of peer-on-peer abuse has occurred **or is likely to occur** and planned intervention/support is required. It should be completed by at least two members of staff to ensure full consideration of the concerns involved. The Safety plan will show considerations made for all pupils involved and will highlight the plan in place to keep all pupils safe. This will also take into consideration the wishes and feelings of all children involved. Each section/question will be considered from the perspective of all pupils involved. Considerations will also be given for the impact on, and needs of, the wider school community. All concerns and proposed actions must be recorded. Once completed, please upload to the safeguarding module via the EduKey (Learning Provisions) app and tag all pupils involved. The safeguarding team will follow-up with any multi-agency referrals if necessary and may contact you for further information.

This document should be reviewed frequently to ensure it is fit for purpose. The terms victim and child alleged to have caused harm are used to identify the children involved. NB: there should be no assumption of guilt on the part of the child alleged to have caused harm, pending investigation.

***A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as "criminal acts: rape, assault by penetration and sexual assault".**

***This risk assessment should be completed with reference to Keeping Children Safe in Education 2025, DFE Sexual Violence and Sexual Harassment in schools and colleges.**

Basic information	
Date & Time of completing Safety Plan	
Referrer Name and role	
Name of victim(s)	
Name of child/ren alleged to have caused harm	
Did incident occur on school premises? If not where did the incident occur?	

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
• What is the incident?				
• Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
• Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
• Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
• Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
• Do they share classes?				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
• Do they share break times? • Do they share peer/friendship groups?				
• Do they share transport to/from school?				
• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
• How can such contact be limited?				
• Is there a risk of harm from social media and gossip?				
• Where did the incident take place? Can the location be made safer				

Further action taken by the school or college: Please complete for each child involved.

Pupil Name:		
Action	**YES/NO**	**Date**
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		

Pupil Name:		
Action	**YES/NO**	**Date**
Other		

Pupil Name:		
Action	**YES/NO**	**Date**
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Action	**YES/NO**	**Date**
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Action	**YES/NO**	**Date**
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		