



Sarum Hall School

Keeping Children Safe in Education, Child Protection Policy and Code of Conduct

Date: 01/09/2021
Review: 01/09/2022

Staff responsible: Headmistress (Designated Safeguarding Lead Person)
Deputy Head (Deputy DSL)
Health and Wellbeing Coordinator (2nd Deputy DSL)
Academic Director
Heads of Department
Subject Coordinators
Teachers
Teaching & Learning Assistants
Non-teaching staff

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Key contacts

Name of school: Sarum Hall

Headteacher:

Name: Miss Victoria Savage
Contact details: 020 7794 2261
Sarum Hall School
15 Eton Avenue
London
NW3 3EL

Designated safeguarding lead person, including Early Years: (DSL)

Name: Miss Victoria Savage (Head)
Contact details: 020 7794 2261
Emergency Out of Hours number: 07779 090174
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NW3 3EL

Deputy Designated Senior Lead, including Early Years:

Name: Beverly Gayton, Deputy Head
Contact details: 020 7794 2261
Sarum Hall School
15 Eton Avenue
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NW3 3EL

2nd Deputy Designated Senior Lead, including Early Years:

Name: Cara O'Connell, Health and Wellbeing Coordinator
Contact details: 020 7794 2261
Sarum Hall School
15 Eton Avenue
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NW3 3EL

Nominated Governor for child protection, including Early Years:

Name: Mrs Kate Simon
Contact details: 020 7794 2261
Sarum Hall School
15 Eton Avenue
London
NW3 3EL

London Borough of Camden

<https://cscp.org.uk/>.

Child protection lead officer and Local Authority Designated Officer (LADO):

Name: Sophie Kershaw

Deputy LADO: John Lawrence-Jones

Contact details: 020 7974 4556

Safeguarding lead officers:

Name: Michelle O'Regan (Head of Service – Children in Need)

Tel: 020 7974 1905

Name: Tracey Murphy (Service manager)

Tel: 020 7974 4103

Name: Patricia Williams (Service manager)

Tel: 020 7974 1558

Multi-agency safeguarding hub (MASH) team:

The multi-agency safeguarding hub (MASH) is the front door service for children in need services provided by social workers and other professionals, including child protection. It also provides an out of hours service and a social work service at the Royal Free Hospital and University College London hospitals.

Jade Green

Tel: 020 7974 1553/3317

Out of hours: 020 7974 4444

Fax: 020 7974 3310

Online safety contact officer:

Name: Jenni Spencer

Tel: 020 7974 2866

Prevent Education Officer:

Name: Jane Murphy

Tel: 020 7974 1008

Other Boroughs:

Barnet MASH Team

Tel: 0208 359 4066

Fax: 0208 359 8032

Haringey First Response Screening Team (within The MASH Team)

Tel: 0208 489 4470

Fax: 0208 489 4442

Islington Children Services Contact Team (within The MASH Team)

Tel: 0207 527 7400

Westminster ACCESS Team

Tel: 0207 641 4000 option 1

Fax: 0207 641 7526

Brent: 0208 937 4300

Keeping Children Safe in Education, Child Protection Policy and Code of Conduct

This policy applies to Sarum Hall School, including EYFS

Anti-terrorist Hotline: 0800 789321

Police: 999

Local police force: 020 8721 2779 or 101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

1 Purpose of policy

Sarum Hall is committed to providing a safe and healthy learning environment that allows girls to develop to their full potential through the curriculum, PSHEE and through information and communication technologies. This policy applies to all girls at Sarum Hall School, including those in the Early Years Foundation Stage. Particular attention is paid to school practices and procedures to help children to adjust their behaviours in order to reduce risks, including the safe use of information and communication technologies.

Our aim is to help girls achieve excellent outcomes by fulfilling all safeguarding and welfare responsibilities, creating an environment that promotes their welfare and helps them to develop socially emotionally and intellectually so that they can make the most of their life chances.

In line with the Education Act 2002 and Children Act

[Keeping-children-safe-in-education 2021](#)

[Working-together-to-safeguard-children 2018](#)

Please note that this policy operates in conjunction with our Covid-19 Annex for Safeguarding Policy from September 2021 to ensure that pupils are protected whether in school or remote learning.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

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

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

Sarum Hall will ensure that arrangements are in place to keep children safe in education, safeguard and promote the welfare of children by:

- Ensuring safe recruitment practices; checking that any electronic references received are from a legitimate source.

- Ensure processes to reflect the requirement that any internal candidates provide references before interview (in line with external candidates) and that any such reference is from a senior person with appropriate authority.
- Safeguarding their welfare, particularly those who are most vulnerable
- Practitioners should, in particular, be alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs
 - 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child
- Providing girls with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring robust and timely procedures for recognition and referral where there are welfare or child protection concerns
- Understanding the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect immediately. Informing children's social care/police if crime committed - immediately/24 hours/one working day
- Keeping detailed, accurate, secure written records of concerns and referrals
- Listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Through training, raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns, that staff have the skills, knowledge and understanding necessary to keep children safe including those who are looked after by a local authority. Guidance from the Children and Social Work Act 2017 will be implemented.
- Teaching children to keep themselves safe and ensuring they know who to approach for help

- Promoting partnership working with parents and professionals.
Decisions to seek support for a child in need would normally be taken in consultation with parents and girls, however their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- Ensuring that staff know that anyone can make a referral to the local authority; recognising the importance of children receiving the right help at the right time to address risks and prevent issues escalating; the importance of acting on and referring immediately the early signs of abuse and neglect, radicalisation; keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. In the case of pupils identified as being at risk of radicalisation, Sarum Hall will consider the level of risk and identify the most appropriate referral, which could include Channel or Children's Social Care.
- Staff must be aware of their legal duty to raise concerns about Female Genital Mutilation (FGM) of girls under the age of 18 to the DSL who must in turn report to the police.
- Differentiating between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.
- Monitoring and supporting girls who are subject to child protection plans and contributing to the implementation of their plan. This includes ensuring that staff have up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents and delegated carers and information available to the Designated safeguarding lead.

2 Roles and responsibilities

2.1 Camden Supporting People Directorate

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and Camden Learning and these services will support the school to safeguard and promote the welfare of pupils by:

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

2.2 Governing body

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so. In particular, the governing body will ensure the following:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary; recognising the expertise of staff by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is provided for staff to contribute to and shape safeguarding arrangements and child protection policy:
 - safeguarding and child protection policies and procedures covering early help, online safety, extra-familial harm and peer on peer abuse that are consistent with Camden Safeguarding Children Partnership procedures and Camden's internal policies
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
 - a behaviour policy that includes measures for bullying and harassment, including prejudice based and discriminatory bullying
 - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.

- There is a nominated governor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of management staff is appointed by the governors as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies, whistleblowing and the staff code of conduct policy. Training talks include the content of Part One of KCSIE and Annex A.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governing bodies ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHEE) and through sex and relationship education (RSHE).
- Governing bodies ensure that appropriate filters and monitoring systems are in place; care is taken that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The school has appropriate written procedures in place to ensure safe recruitment practices, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken safer recruitment training.
- In addition to regularly updated training staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The school has procedures in place to deal with allegations made against other pupils and does not tolerate or allow sexual abuse to be passed off as "banter" and it is understood that upskirting is a criminal offence.
- The School has procedures in place for pupils who go missing from education.

2.3 Head teacher and Senior Leadership Team

The head teacher as DSL and senior leadership team will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly so that they are fully aware and understand the school safeguarding and child protection policies, staff code of conduct, behaviour policies and Missing children in education policy and are able to fully implement these including Part 1 Keeping children safe in education guidance (2021) which is read and signed. If Part One of KCSIE is updated by the DfE; existing staff must be updated. This is in line with the Safer recruitment and staff conduct policy for schools and colleges and our Recruitment policy.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSSW.
- Staff are able to work in partnership with other agencies to safeguard children, including contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the policy Safer recruitment and staff conduct policy for schools and colleges.
- Sarum Hall offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead and their deputies is to:

- see the complete safeguarding picture and take responsibility for safeguarding and child protection at Sarum Hall, and to be available during school hours for staff to discuss safeguarding concerns
- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS)
- receive updated child protection training at least every two years with additional informal updates by e mails and regular staff meetings.
- keep the senior leadership team and the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process

- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Partnership policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them through robust induction processes
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices
- provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and safeguarding trainers via 6 weekly bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- work alongside the Head of e-Learning to ensure that online safety practices are adhered to by all members of the school community and that a robust online safety education is delivered to pupils. The DSL and Head of e-Learning will work together to track and monitor any issues surrounding online safety;
- have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs, and liaise with the SENCO as necessary
- liaise with the school's Health and Wellbeing Coordinator as appropriate where there are safeguarding concerns linked to mental health issues (our mental health lead is the 2nd deputy DSL)
- raise awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improves outcomes
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child of previously
- oversee child protection systems within the school, including the management of records, ensuring confidentiality, standards of recording concerns and referral processes
- provide a link between the school and other agencies, particularly CSSW and the Camden Safeguarding Children Partnership
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years, including online safety training, to identify the early signs of peer-on-peer abuse including sexual abuse. .

Prevent awareness training will be part of this as well as:

1. The school's child protection policy;
2. The staff code of conduct/behaviour policy including whistleblowing;
3. The identity of the designated person;
4. A copy of Part 1 of KCSIE 2021 and Annex A .

Staff are required to sign to indicate they have read and understood these documents.

- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- Encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe
- the Designated safeguarding lead (DSL) teacher and deputies are given sufficient time, training and resources to carry out their responsibilities, including 'Prevent' and online safety. The Deputy DSL's are trained to the same level as the DSL.
- Staff are released to attend child protection conferences, core group meetings and other meetings held to discuss Keeping Children Safe in School issues concerning girls at the school
- Appropriate action is taken whenever an allegation is made against a member of staff (Part 4 of KCSIE guidance is followed)
- If an allegation is made against a teacher all unnecessary delays should be eradicated. We would not undertake investigations of allegations without prior consultation with the local authority designated officer or team of officers; or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Designated Officer or team of officers can be held informally and without naming the school or individual.
- Keeping Children Safe in School issues and training arrangements are brought to the attention of the governing body. The DSL and governor responsible for safeguarding prepare an termly KCSIE review for full board discussion at the Governors' meetings and the AGBIS compliance document for safeguarding is completed every 2 years
- Ensure relevant records and information is passed on appropriately when children transfer to other schools.

2.5 Working with parents and carers

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

The school will:

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

necessary, by making all school policies available on the school web-site or on request

- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency working

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and Working together to safeguard children 2018.

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

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

Full details of the arrangements can be found at: https://cscp.org.uk/wp-content/uploads/2019/06/Camden-Safeguarding-Children-Partnership-Arrangements_Final_June_-2019.pdf

2.7 Contacting the police

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

2.8 Operation Encompass

Please note that this section is not currently applicable to independent schools but is kept in for information and good practice.

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

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

Operation Encompass is a national initiative that helps to safeguard children and young people who may have been exposed to domestic abuse. In practice, this means that if the police are called to a domestic abuse incident and a child has been present when this happened, then the police will notify the child's school/college's designated safeguarding lead. This will be done as early as possible in the morning and allow the school to silently support the child. This allows for rapid provision of support within the school environment and means that children are better safeguarded against the effects of domestic abuse.

Schools should share details of the notification with as few staff members as possible in order to keep the information confidential, and schools/colleges will need to decide on the most appropriate staff member to be informed; this may be the class teacher (for primary pupils) or the form teacher, Head of Year or pastoral support for secondary schools.

If schools in Camden wish to sign up to Operation Encompass, please contact:

Elisabeth Mavin PC 1351CN

Islington Multi Agency Safeguarding Hub

222 Upper Street London N1 1XR

External: 0207 527 6166

Elisabeth.C.Y.Mavin@met.police.uk

MASH mailbox: NI-PublicProtectionDesk@met.pnn.police.uk

Please note that there is no need for schools to make a referral to CSSW following a notification as the police will have already referred the case to the MASH.

3 Safeguarding (Keeping Children Safe in Education)

3.1 Definition

Keeping Children Safe in School is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

Sarum Hall will carry out its duty to safeguard pupils by:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Keeping Children Safe in Education, Child Protection Policy and Code of Conduct

This policy applies to Sarum Hall School, including EYFS

To achieve these aims, the school will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
- identify children who may be suffering from significant harm and make a child protection referral to CSSW
- share information readily with relevant agencies and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The school will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

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

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

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

Referral for early help services will be made by way of an e-CAF referral to Camden's Early Help/CAF team for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

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

- children with disabilities and additional needs, including those with special educational needs
- children with mental health needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;

- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - children at risk from honour based abuse ie: FGM, forced marriage
 - children who have a parent in prison or who are affected by parental offending;
 - privately fostered children;
 - children who are persistently absent from school including for part of the school day.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school/college.
 - If the child requires an early help service from another agency, the school/college will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Where the child is receiving an Early Help service, the school/college will work as part of the Team around the Family and take up the role of lead professional where this is appropriate.
 - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

Referral for a social work service

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

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

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

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

Additional external policies

nspcc.org.uk/preventing-abuse/our-services/nspcc-helpline/
[Keeping children safe in education - Publications - GOV.UK](#)
[Department for Education - GOV.UK](#)
[Discrimination: your rights](#)
[Guidance on School attendance.](#)
[Safeguarding Children and Young People from Sexual Exploitation](#)
[Behaviour and discipline in schools](#)
[Preventing and tackling bullying including cyber bullying](#)
[Children missing from school](#)
[Exclusion](#)
[Safeguarding Children in whom illness is fabricated or induced](#)
[Abuse linked to Faith or Belief](#)
[Preventing youth violence and gang involvement](#)
[Prevent Duty: Departmental Advice \(2015\)](#)
[Revised Prevent Duty](#)
[Use of reasonable force - Advice](#)
[Private fostering](#)
[Promoting fundamental British values through SMSC -](#)
[Trafficking](#)
[Dealing with issues relating to parental responsibility - Publications - GOV.UK](#)

3.2 Role of the school

Sarum Hall recognises that girls may face many barriers to learning that may affect their prospects in later life. Sarum Hall will safeguard and promote girl's welfare and well-being by focussing on preventative actions and services so that all girls are able to fulfil their potential.

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Physical and mental health and emotional well-being

Aims:

Sarum Hall will promote girls' health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

Sarum Hall will work closely with health professionals to monitor girls' health and ensure that girls with health needs receive the extra support they need to fully participate in education.

Girls affected by their parents' or their own substance misuse problems will be referred to Camden's Forward Drug and Alcohol Service (FWD) to receive expert advice and support.

Protection from harm and neglect

Aims:

Sarum Hall aims to provide a safe learning environment where girls are:

- taught about safeguarding, including wholly online or by technology that may be used to facilitate online abuse, through the curriculum and PSHEE. Attention is paid to school practices to help girls adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. Resources from The UK Safer Internet Centre www.saferinternet.org.uk and CEOP's Thinkuknow website www.thinkuknow.co.uk are used.
- kept safe from accidents whilst at school and during trips
- protected from maltreatment through the implementation of London Safeguarding Children Board child protection procedures and safe recruitment practices
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums
- able to feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and girls will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

Education, training and recreation

Aims:

Sarum Hall will ensure that girls attend regularly, enjoy learning, play and are achieving to their full potential.

Making a positive contribution and social and economic well-being.

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Aims:

The ethos of Sarum Hall will be one where girls feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Girls will be encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

Sarum Hall will follow DFE guidance "Recording and reporting racist incidents" in order to challenge racist abuse or harassment by girls and promote good race relations.

3.3 Supporting girls

Sarum Hall will support all girls who have been assessed as having extra needs or are subject to a child protection plan. All children will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously. This will be done through PSHEE curriculum, assemblies and outside speakers.

<http://www.childline.org.uk/Pages/Home.aspx>
<https://www.nspcc.org.uk/keeping-children-safe/>
<https://www.nspcc.org.uk/what-you-can-do/report-abuse>

3.4 Powers regarding management of girl behaviour

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school.

- Behaviour and discipline in schools

3.5 Working with parents and carers

Parents and carers have the main responsibility for keeping their child safe and promoting their child's welfare and that Sarum Hall recognises the importance of working in partnership with them to ensure the welfare and safety of girls.

Sarum Hall will:

- make parents aware of the school's statutory role in Keeping Children Safe in School and promoting the welfare of girls, including the duty to refer girls on where necessary, by making all Sarum Hall policies available on Sarum Hall web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of Sarum Hall policies to ensure their views are taken into account

- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where girls need extra support.

3.6 Inter-agency working

Sarum Hall recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, Sarum Hall will lawfully share information with agencies in order to ensure girls receive appropriate services, and will use the Common Assessment Framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the girl.

Sarum Hall recognises the central role they play in Keeping Children Safe in School and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

Sarum Hall will liaise with Local Authority lead officers for Keeping Children Safe in School wherever there are any concerns or issues relating to Keeping Children Safe in School practice or the safeguarding of individual girls.

3.7 Children who are missing from education or home educated

Sarum Hall will be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

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

- The Education Welfare Service must be notified of all decisions.
- If the child is already known to CSSW, their allocated social worker should be notified immediately.
- If the child is not known to CSSW, but the school has concerns about their welfare, the Designated Safeguarding Lead should make a referral to CSSW.

3.7 Role of Camden Safeguarding and Social Work (CSSW)

CSSW is responsible for Children's Social Care carrying out Camden's statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by CSSW is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by CSSW are explained in the division's eligibility criteria for services. CSSW offer a service at the following levels:

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- ***Children in Need – medium level risk***

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a girl may require extra support and services from CSSW because they are in need should complete a CAF assessment and make a referral to the relevant duty and assessment team.

Parental consent must be sought prior to making any referral. Staff may use the monitoring form shown at Annex B to record any concerns and/or monitor the girls' progress.

- ***Children in need of protection – high level risk***

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures (see section 4).

4 Child protection procedures

4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- [Working-together-to-safeguard-children 2018](#)
- [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- [London Safeguarding Children Board \(procedures\)](#)
- Keeping children safe in education (*DFE 2021*)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf

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

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

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to Annex A for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at Annex B. Details of any concerning incidents should also be recorded on this form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

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

4.4 Referral

- Understanding the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect immediately. Informing children's social care and phoning police if crime committed - immediately/24 hours/one working day
- A decision on whether or not to refer a pupil to CSSW should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child

protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with the Child and Family Contact team social worker or the MASH team social worker to obtain advice on how to proceed.
- Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.
- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Child and Family Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken.
- A referral can be made direct; anybody can make a referral; it does not require parental consent for referrals to statutory agencies.

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with CSSW to ensure that all relevant information held by the school is provided to CSSW during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
 - Where possible, a member of staff who knows the child best such as a class teacher or head of year will be nominated to attend. School will consider at all times what is in the best interests of the child.
 - failing that, the designated safeguarding lead or their deputy will attend
 - if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

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

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead
- all information will be recorded on the child protection monitoring/incident form shown at Annex B prior to each conference and core group meeting

- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see Annex B) and all records should be signed and dated.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school/college;
 - whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.
- Child protection files must be accessed and information shared by members of staff on a 'need to know' basis only.
- Where a child who is subject to a protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school within 5 days.
- The designated safeguarding lead may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

4.8 Confidentiality and information sharing

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent unless there are safeguarding concerns that need to be shared with

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CSSW and parents refuse consent or seeking consent would place the child at further risk.

- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by CSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Child and Family Contact team social worker on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team social worker.

4.9 Peer on peer (child on child) abuse

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

- bullying and cyberbullying
- physical violence
- sexual violence and sexual harassment
- upskirting
- sexting

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- initiation rites (hazing).

All incidents of peer on peer abuse will be dealt with under the school's [Peer on peer abuse policy](#).

Where appropriate, the school/college will refer the perpetrator and the victim to the Child and Family Contact team under the Peer on peer abuse protocol available at: <https://cscp.org.uk/resources/peer-on-peer-abuse/>

Where the harm is attributable to sexually abusive behaviour or sexual harassment, the school will follow the CSCP Harmful sexual behaviour protocol.

Upskirting is defined as taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under the Sexual Offences Act 2003.

4.10 Harmful sexual behaviour, sexual violence and harassment

The school recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.

The school will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

All incidents involving sexual violence or sexual harassment between pupils will be dealt with under the *Peer on peer and sexual violence and harassment guidance for schools and colleges* guidance and the *Harmful sexual behaviour* protocol.

<https://cscp.org.uk/resources/sexual-harmful-behaviours/>

4. 11 Prevention of radicalisation

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

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

- a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or
- that a younger pupil may be at risk due to their parent’s radicalisation.

The guidance is available at: <https://cscp.org.uk/resources/radicalisation-and-extremism-resources/>

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where a school may have concerns about radicalisation and a referral under the Prevent duty to Channel Panel is being considered they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer (Mark Fowler, Mark.P.Fowler@met.pnn.police.uk or call 0208 733 6014) and Camden’s Prevent co-ordinator (Albert Simango, albert.simango@camden.gov.uk or call 020 7974 2010) or the Prevent Education Officer (Jane Murphy, jane.murphy@camden.gov.uk or call 020 7974 1008).

To make a referral to the Channel Panel, schools/colleges should first refer the young person to the Child and Family Contact team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the school should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.

When making a referral, if the referral is considered appropriate for Channel support, the school will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.

Relevant school policies:

Whistle blowing
SEND/LDD/G&T/EAL
Educational visits
Policy to promote good behaviour and set out sanctions
Policy to prevent bullying
Curriculum policies including PSHE Policy and ESR (Education for Social Responsibility)
SRE (sex and relationships education)
Admission, Attendance Registers and Children who Go Missing from Education
Children missing from school

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First Aid policy
Policy on supporting girls with medical needs
Intimate care Policy
Health and safety
E-safety policy [..\ESafety\e-Safety Policy.docx](#)
Taking, storing and using images of pupils
Restraint Policy
EYFS Policy
Equality and diversity Policy
Accessibility policy and plans
Complaints policy
Confidentiality
Recruitment Policy
Mission Statement

5 Early Years

Early Years settings within schools

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

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

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in our Early Years setting (Nursery and Reception) so far as they are relevant to that age group.

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

Policy on the Responsible Use of the Internet & Mobile Devices for Staff and Volunteers, including the use of Personal devices within school (including the Early Years Setting)

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile

- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- staff must never use a personal electronic device or phone with a camera/recording or access 3G/4G function in the presence of pupils.
- staff may use their phones in a private area where no pupils are present. In the case of emergency, or on a school trip where phone contact needs to be made, staff phones should be used.
- if personal mobile phones are brought into the school, including early years, they are stored away securely and used only during non-contact time in a private area.

Notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

5.3 Suitable people

The school will follow the safer recruitment policy and the staff conduct policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work, including in the early years setting, are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings.

Sarum Hall will carry out extensive enquiries on applicants for all positions, including supply, voluntary and support roles and governors. No staff member, supply teacher, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed, as detailed in section 6 of this policy.

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

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

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

5.4 Staff training, skills and supervision

The school will ensure that:

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- all staff, including in early years settings, have the relevant qualifications and skills for their role and receive the relevant induction , child protection and safeguarding training in line with this policy including information about the Designated Safeguarding Lead and on-line safety.
- all policies set out in section 7 of this policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

The school will ensure that:

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

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be led by a qualified teacher supported by suitably qualified support staff.

5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill

- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted/other appropriate bodies of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

N.B. Smoking and vaping are not permitted on the school premises at any time.

Please see our [Pupil Collection Policy](#).

Records and information sharing

The school will ensure it keeps accurate records about the child which will be lawfully shared with others for the purposes of safeguarding children.

6 Safer recruitment

See also the School's [Recruitment, Selection and Disclosures policy and procedure](#).

6.1 General principles

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable to do so and do not pose any kind of risk to children.

The school will follow the *Keeping children safe in education* guidance from 1st September 2021.

- The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements.
- No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed through TRA Teacher Services System, overseas checks and checks from countries in the European Economic Area.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.3).

- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safe recruitment training offered through the Camden Safeguarding Children Partnership or any other accredited training provider.
- Although the head teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In schools, the head teacher, Bursar and Deputy Head will be responsible for keeping a single central record of all staff and volunteers who work at the school.
- The single central records should include details of all checks carried out and the outcome of these checks in the format shown at Annex 3.
- Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher and/or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The school will verify the following information for all new staff:

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- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.
- If a candidate applying for a teaching post is not currently teaching, the school will contact their former school to enquire about their reasons for leaving.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. References may be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- Checks will be made to ensure any member of staff or governor involved in the management of the school is not barred from doing so under a section 128 direction.
- The school will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences
 - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this:

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

6.4 Volunteers

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

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

This section also applies to school governors who will be treated as volunteers for the purposes of carrying out DBS checks.

7 Staff practice and conduct

7.1 Induction and training

- The head teacher will ensure that all staff are fully inducted, and are given the school safeguarding, child protection, behaviour, children missing from education policies and procedures including the role of the Designated Safeguarding Lead and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the schoolchild protection procedures and that they receive safeguarding and child protection training on a two-yearly basis, including Prevent and on-line safety.

- The head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Partnership at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputies will receive specific training on their role and other relevant multi-agency training courses provided by Camden SCB.
- Schools/college staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher will ensure that there is a written code of conduct in place, including acceptable use of technologies, staff pupil relationships, communications, including via social media, and whistle blowing and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the “Guidance for safer working practice for adults working with children & young people” (2019).
<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>

7.3 Providing intimate or personal care to pupils

Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

The School has a written policy in place in order to promote safe working practices for staff and ensure children’s privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- *Staff should follow the School’s Intimate Care Policy when providing intimate or personal care.*

- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.*
- *When children are changing, levels of supervision should be appropriate to the pupil's age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

7.4 Behaviour management, physical intervention and restraint

Restraint Policy.doc

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Camden's policy on physical intervention and restraint

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

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

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

7.4 Music tuition

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

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

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.*

The school should:

- *carry out a risk assessment around providing music tuition. This should include:*
 - *looking at whether rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others*
 - *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

7.5 Allegations against staff

If it is alleged that a member of staff or volunteer, including a member of staff who is not directly employed by the school such as a supply teacher has:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved toward a child or children in a way that indicates they would pose a risk or harm if they work with children

The person receiving the allegation must take it seriously and immediately inform the Headmistress (DSL), if she is absent, then the Chair of Governors. A written record of the allegation must be made; using the informant's words- including time, date, place, what was said and anyone else present. This record should be signed and dated and immediately passed to the Headmistress.

If an allegation is made against the Headmistress, this must be reported to the Chair of Governors.

The Headmistress or Governor will not investigate the allegation without immediate prior consultation with the LADO. In the most serious cases, the police will be contacted.

The school will follow Camden's "[Guidance for the management of an allegation against a member of staff](#)".

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the board of governors.

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

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

[Making barring referrals to the dbs](#)

7.6 Whistleblowing

The school foster a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

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

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

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- Camden Council's confidential and independent help-line for protected disclosure on **0800 734199** or the Ofsted whistle-blowing line on **0300 123 3155** where there are issues regarding the school/college's overall procedures around safeguarding.
- The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The governing body and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

The health and safety policy adopted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

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

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

Name: Alison Reilly
Designation: Bursar
Contact details: 0207 472 0293

8.2 Risk assessments

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

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to CSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher and the designated safeguarding lead and the information shared with CSSW.

If there are high levels of risk involved in contact with parents, CSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk.

8.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- In general, visitors to the school such as parents for events will not be subject to DBS checks but their movement around the premises will be limited and supervised.
- The head teacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the head teacher will liaise with the Bursar and Facilities manager and perform a risk assessment
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
 - suitably supervised by school staff at all times;
 - made aware of school health and safety procedures.
- The head teacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

8.5 Use of the school premises by other organisations

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

- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide copies of child protection policies and procedures and the school accept these as adequate
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks

- the following reasonable and due diligence checks are taken out on the organisation by the school;
 - an internet search on the organisation
 - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
 - checks with Prevent Education officer (020 7974 1008)
 - checks with Camden Community Safety (020 79642915) and the local police
 - DfE dedicated telephone helpline for non-emergency advice for staff and governors (020 7340 7264)
 - **Anti-terrorist Hotline (0800 789321)**
 - **Police 999, local police force 020 8721 2779, 101**

8.6 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- low level concerns are monitored and tracked via the twice termly DSL Meetings;
- the Safeguarding Governor does an annual audit each September, using the Camden Safeguarding Checklist as a guide and does a site visit to corroborate the information;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Schools safeguarding checklist

To be used by the head teacher and governors to carry out an assessment of the school's safeguarding framework

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection, behaviour management and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and bullying policies			
There are agreed local procedures in place for making referrals to CSSW where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The school is represented on the Camden Safeguarding Children Partnership			
The school has taken steps to implement Operation Encompass and have a process for dealing with police notifications of domestic abuse incidents			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships in line with the new statutory duty to provide relationships and sex education.			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour			

Keeping Children Safe in Education, Child Protection Policy and Code of Conduct

This policy applies to Sarum Hall School, including EYFS

management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness; efforts are made to reduce the use of physical intervention and restraint for vulnerable children.			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting, upskirting and inappropriate language			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a peer on peer abuse policy dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website;			
Staff knowledge and safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
Staff are aware of the safeguarding culture of the school and their role in challenging inappropriate behaviour and language and being vigilant to peer on peer abuse			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Camden's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to CSSW where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSSW in known cases of FGM			
All staff are aware of extra-familial harm and the indicators that a pupil may be at risk from harm within the community, particularly through criminal and sexual exploitation, and know what action to take to refer the pupil on for safeguarding			

All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Camden where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are aware of how harm, abuse, neglect and trauma can impact on pupil's mental wellbeing and can recognise those pupils who need help with their mental health; all staff know what actions to take to signpost or refer pupils who need a mental health service.			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> • Identity checks • DBS/barred list checks • Prohibition from teaching/section 128 checks • Appropriate checks with overseas organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check 			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school, .Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			

A member of the governing board or senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO for all staff subject to allegations, including supply staff			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			
The school/college has a system in place to deal with low-level concerns about staff that do not reach the threshold to be dealt with under the allegations procedures			

9 Children who are missing from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Camden's "Children missing from education" policy and the CSCP missing children protocol for further details available at: <https://cscp.org.uk/resources/>

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

- *The Pupil Attendance Service must be notified of all decisions*
- *If the child is already known to CSSW, their allocated social worker should be notified immediately*
- *If the child is not known to CSSW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to CSSW.*

10 Non-collection of children from school

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual or when information about the child should not be divulged because it may pose a risk to the child. The school will also ensure that it holds the details of at least two people who can be contacted in an emergency in the event that a child is uncollected.

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

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with CSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will put CSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the CSSW office.

- The school will hold more than 1 emergency contact number for a child and regularly ask parents to confirm and update this and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Pupil Attendance Service. If there are also child protection concerns, a referral should be made to CSSW.

Additional policies

[Missing Child Policy](#)

11 Safeguarding vulnerable groups

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CSSW or other agencies in order to overcome problems or keep them safe. School should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups.

Children with special education needs or disabilities (SEND)

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the CSCP guidance *Safeguarding children with disabilities* available at:

<https://cscp.org.uk/wp-content/uploads/2019/06/Safeguarding-children-and-young-people-with-disabilities-guidance.pdf>

Children who have a social worker

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

CSSW social workers will inform schools whenever a child is receiving a service and the designated safeguarding lead will keep a record of all pupils who have an allocated social worker.

The school and will work in partnership with social workers to implement the child's plan in order to support their education and safeguard and promote their welfare. A representative of the school who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings.

Children at risk of sexual exploitation

[Child Sexual Exploitation | Camden Safeguarding Children Partnership](#)

Children at risk of female genital mutilation (FGM)

[Female genital mutilation: guidelines to protect children and women - Publications - GOV.UK](#)

*Schools have a mandatory duty to report **known cases** of FGM on girls under the age of 18 to the **police**. Details of the duty and what action to take can be found in the CSCP guidance available at:*

<https://cscp.org.uk/wp-content/uploads/2019/06/FGM-mandatory-reporting-guide.pdf>

Children at risk of forced marriage

[Forced marriage - Detailed guidance - GOV.UK](#)

Children who run away/go missing

[Policies / Guidance | Camden Safeguarding Children Partnership](#)

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

Young People living with domestic or sexual violence

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.*

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

Children at risk of self-harm

Schools should have awareness of risks and signs of children who self-harm and have clear procedures to provide support.

Trafficked children

[Child Trafficking | Camden Safeguarding Children Partnership](#)

Privately fostered children

*Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.*

Young carers

*If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.*

www.family-action.org.uk

Young People at risk of radicalisation and extremism

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Extra-familial harm and exploitation

The school is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times.

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

Young people experience physical, cognitive and emotional changes during adolescence and will grow more independent, spending more time away from home. They may pursue risky behaviours and as a result, they may face heightened risk from safeguarding threats outside of the home.

These threats may be from within the community, from other pupils at school or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision. Sources of harm and exploitation can include:

- *child sexual exploitation*
- *child criminal exploitation including county lines*
- *modern slavery and trafficking*
- *gang activity and youth violence*
- *radicalisation.*

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The

victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence.

Factors such as substance misuse and periods of going missing from home or school can also add to young people's vulnerability to extra-familial harm and are often indications that exploitation may be taking place.

Children at risk of sexual exploitation

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-multi-agency-guidance-on-child-sexual-exploitation.pdf>

County lines and criminal exploitation

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Criminal exploitation occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act. Examples of criminal exploitation are:

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

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

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

Modern slavery and trafficked children

<https://cscp.org.uk/resources/child-trafficking-and-modern-slavery/>

The CSCP protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern

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slavery/forced labour. This includes young people who are criminally exploited under the county lines model.

Young people at risk from gang activity or serious violence

Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK

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

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

Children who run away/go missing

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

Schools should also be aware that many of these forms of risk and exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking.

Children and young people experiencing mental health issues

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

The school/college is party to the multi-agency protocol on children and young people's mental health and will carry out its responsibilities under that protocol where there are concerns about a pupil's mental and emotional wellbeing.

<https://cscp.org.uk/wp-content/uploads/2021/05/Interim-multi-agency-protocol-on-children-and-young-people%E2%80%99s-mental-health-2021.pdf>

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

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

The school will ensure that staff are teaching about mental wellbeing (as part of the statutory Health Education) to help reduce the stigma attached to mental and emotional problems and ensure pupils know how to keep themselves mentally healthy and know how to seek support. The school will also ensure early identification of pupils who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed.

The school will take account of the government guidance *Mental health and behaviour in schools*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Health& Wellbeing Coordinator: Cara O'Connell (St John Ambulance Mental Health First Aid Trained) Contact details: 020 7794 2261

Other relevant safeguarding policies

Schools can access guidance on the following policies at www.nspcc.org.uk and www.gov.uk

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Drugs/substance misuse

Drugs: advice for schools - Publications - GOV.UK

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Educational visits
 Equality and diversity
 Exclusion of pupils
<https://www.gov.uk/government/publications/school-exclusion>
 Fabricated or induced illness
https://www.londoncp.co.uk/fab_ind_ill.html
 Faith abuse
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
 First aid and administration of medicines
 Supporting children with medical conditions
 Supporting pupils at school with medical conditions - Publications - GOV.UK
 No smoking (EYFS)
 Mental health
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
 Physical intervention
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf
 Private fostering
 Promoting British values/Radicalisation and violent extremism
 Promoting fundamental British values through SMSC - Publications - GOV.UK
 SRE
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
 Sexting
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
 Gender-based violence/teenage relationship abuse
 Trafficking
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf
 Health and safety
<https://www.gov.uk/government/collections/health-and-safety-in-schools>

Appendix 1

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Indicators of abuse and neglect as described in [keeping-children-safe-in-education--2](#)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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Neglect: 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues- some of which are listed below.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse regardless of gender. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting and initiation/hazing type violence and rituals. We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and Staff should be clear as to the school policy and procedures with regards to peer on peer abuse; abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" This will entail effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);

There is support available for schools and colleges. Paragraph 43 and Annex A in the [Sexual violence and sexual harassment between children in schools and colleges advice](#) which gives and advice provides information and links to resources.

Sexual violence and sexual harassment

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment.
- Children with SEND are likely to be more vulnerable.
- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive).

- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in:
[What to do if you are worried a child is being abused.pdf](#)
[Sexual violence and sexual harassment between children in schools and colleges](#)
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for residential trips, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- Good record keeping of related conversations, meetings and communications.

Making a clear distinction between Victims and alleged perpetrators

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this policy, we use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. We should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. For the purpose of this policy we use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, we should think very carefully about terminology, especially when speaking in front of children. We will use appropriate terminology on a case-by-case basis.

We understand that the most effective preventative education programme is through a whole school approach that prepares pupils for life in modern Britain. We have a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Our programme is age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and tackles such issues as:

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- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping and equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment. We deliver this currently, through planned, high-quality, Sex and Relationship Education (RSHE) and Personal, Social, Health and Economic (PSHE)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence including initiation/hazing type violence and rituals.
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

Annex A

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex. [Keeping Children Safe in Education 2021 pages 118-122](#).

Possible indicators of abuse and neglect

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

Annex B: Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: ☐ monitoring due to concerns ☐ subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- ☐ continue monitoring ☐ carry out CAF ☐ referral to FSSW
☐ referral to health services ☐ referral for education support services
☐ referral for behavioural support ☐ referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Annex C: Sharing nudes and semi-nudes: how to respond to an incident (overview)

This appendix provides a brief overview for staff of how to respond to incidents where nudes and semi-nudes have been shared by pupils.

What do we mean by sharing nudes and semi-nudes?

The UK Council for Internet Safety (UKCIS) defines this as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or Deputy DSL immediately.

Never view, copy, print, share, store or save the imagery yourself, or ask the pupil(s) to share or download – **this is illegal**.

If you have already viewed the imagery by accident (e.g. if a pupil has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the pupil(s) to delete it.

Do not ask the pupil(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or Deputy DSL.

Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame the pupil(s) involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL or Deputy DSL.

UK Council for Internet Safety (December 2020)

Annex D: Single Central Register

Important notes

This record should include:

- All staff, including supply staff and teacher trainees on salaried routes, who work in school
- All others who work in regular contact children in school, including volunteers
- All members of the governing body

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (refer to section 6 for examples) – the period condition is at any time on four or more days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor

is carrying out teaching or providing a level of care or supervision of children regularly.

Documents

Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

