

## ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

### Safeguarding and Child Protection Policy

<b>Date:</b>	November 2018	<b>Review Date:</b>	Annually
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**Designated Safeguarding Lead** – Andrew Armstrong, Assistant Head teacher

**Deputy Safeguarding Lead** – Deirdre Finan, Head teacher

**Governor Responsible for Child Protection** – Eileen Bryant

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## Introduction

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

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

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2018\)](#), [Working Together to Safeguard Children \(2018\)](#) and [London Child Protection Procedures \(5<sup>th</sup> Edition\)](#).

Everyone working in or for our school shares the objective to help keep children and young people safe by:

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

## Our School's Commitment

St Dominic's Catholic Primary is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

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

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

We as a school recognise that:

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- Some children may be especially vulnerable to abuse including those missing education or with a special educational need or disability;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff can be made, however careful and safe our recruitment practices.

### **Our Approach to Safeguarding Children**

St Dominic's will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL on site and these staff members will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

### **Roles and Responsibilities**

#### **Our Governing Body will ensure that:**

- The school has a Safeguarding and Child Protection Policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the [5<sup>th</sup> Edition of the London Child Protection Procedures](#) and the statutory guidance [Keeping Children Safe in Education 2018](#) for dealing with allegations of abuse against staff and volunteers;
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the school;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head teacher ;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;

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- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

#### **Our Head teacher will ensure that:**

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. Child Protection Conferences and Core Group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy](#);
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the [Designated Officer \(DO\)](#);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the Head teacher.

#### **Our Designated Safeguarding Lead will:**

##### **Referrals**

- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings as appropriate;
- Monitor and support Child in Need and Child Protection plans.

##### **Training**

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care;
- Have knowledge of the [CHSCB Escalation Policy](#), the [Designated Officer \(DO\)](#) role, conduct of a child protection case conference and be able to attend and contribute to these;

- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

### **Raising Awareness**

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

### **All staff and volunteers will:**

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

### **Supporting Children and Working in Partnership with Parents**

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

### **Partnership with Parents/Carers**

The school shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we

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have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their children at the earliest opportunity. However, there may be exceptional circumstances when the school will discuss concerns with children's social care and/or the police without parental knowledge (in accordance with the London Child Protection Procedures). The school will aim to maintain a positive relationship with all parents and carers. The school's Safeguarding Policy is available on request and via the school's website.

### **Information about Safeguarding for Pupils**

Through personal, social, health and economic (PSHE) education lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.

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

### **Partnerships with Others**

St Dominic's recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

### **Identifying children who may be at risk or may have been significantly harmed**

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

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-**

**treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

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

### **Definitions and Indicators of Abuse**

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

### **Taking action to ensure that children are safe at school and home**

All staff must read and follow the statutory guidance for schools and colleges including Annex A; [Keeping Children Safe in Education 2018 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents.

### **All School Staff must Immediately Report**

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

### **Responding to Disclosure**

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty,

having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

**All staff will:**

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the Cause for Concern Form (Appendix 2);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

**Confidentiality**

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

The school will ensure:

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

## **Pupil Information**

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

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

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

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

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Head teacher and the Designated Safeguarding Lead. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead. Original copies will be retained according to school policy on retention of records.

## **Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)**

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

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Make an immediate referral to Hackney Children and Family Services' First Access and Screening Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children and Families Service's First Access and Screening Team](#) if they are uncertain whether or not a referral is required

or review action when a child has suffered or is likely to suffer harm (Appendix 1) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' First Access and Screening Team (FAST), decide:

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

**OR**

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care for children living Hackney needs to be completed using the [Multi-agency Referral Form](#) (Appendix 3). For children living outside Hackney the local authority where the child is resident will be contacted.

### **Action following a Safeguarding Referral**

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

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

## **Dealing with Disagreements and Escalation of Concerns**

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

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

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

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

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

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

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

## **Providing a safe and supportive environment**

### **Safer Recruitment and Selection**

St Dominic's pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2018\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who

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works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

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

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

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

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA);
- Staff responsible for recruiting and appointing must be suitably qualified.

### **Safe Practice**

Our school will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct is known to all staff, visitors and volunteers who come into the school.

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;

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- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Positive Handling**

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

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

### **School Training and Staff Induction**

The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake child protection training for Designated Safeguarding Leads and refresher training at two yearly intervals.

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

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

### **Support, Advice and Guidance for Staff**

Staff will be supported by Andrew Armstrong and Deirdre Finan. The DSL will be supported by Eileen Bryant.

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

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

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

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## **Allegations regarding person(s) working in or on behalf of the school (including volunteers)**

[Keeping Children Safe in Education \(2016\) – Part Four: Allegations of abuse made against teachers and other staff](#)

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

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

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

### **Initial Action by person receiving or identifying an allegation or concern**

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using the Record Form (Appendix 2), including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Head teacher or designated person (unless the allegation is against the Head teacher or designated person, in which case the Chair of Governors must be reported to).

### **Initial Action by the Head teacher**

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the [Designated Officer \(DO\)](#) within 1 working day;
- Discuss with the DO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 4,5,6);
- Inform the Chair of Governors of the allegation.

### **Subsequent Action by the Head teacher (or designated person)**

- In consultation with the DO conduct a disciplinary investigation, if an allegation indicates the need for this;

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- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the DO;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the DO whether a referral to the DBS should be made.

See Appendix 6 and 7 for further information.

## **Further Information on Safeguarding Issues**

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

## **Bullying**

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

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

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

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

## **Online Safety**

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

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

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and

education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

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

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

### **Filters and monitoring**

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: [UK Safer Internet Centre](#). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

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

Information and support:

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

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)
- [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- <http://educateagainsthate.com/>
- [www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation)
- [www.gov.uk/UKCCIS- external visitors and online safety](http://www.gov.uk/UKCCIS-external-visitors-and-online-safety)

### **Photography and Images**

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

To protect pupils we will:

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

### **Children Missing from Education**

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

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

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is

responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

### **Children who harm others**

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

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

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

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

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

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

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce,

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

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

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

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

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

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

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

### **Peer on Peer Abuse**

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

### **Child Criminal Exploitation**

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

### **County Lines**

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

### **Sexual violence and sexual harassment between children in schools and colleges**

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

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

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

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

### **Contextual Safeguarding**

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

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

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

### **Children with special educational needs and disabilities**

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

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

### **Female Genital Mutilation**

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

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

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

### **FGM Mandatory Reporting Duty**

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

### **Preventing Radicalisation and Extremism**

We as a school will fulfil our responsibilities under the [Prevent Duty](#), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is

not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

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

### **Further information on so-called 'honour-based' violence**

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

### **Extended School and Off-Site Arrangements**

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

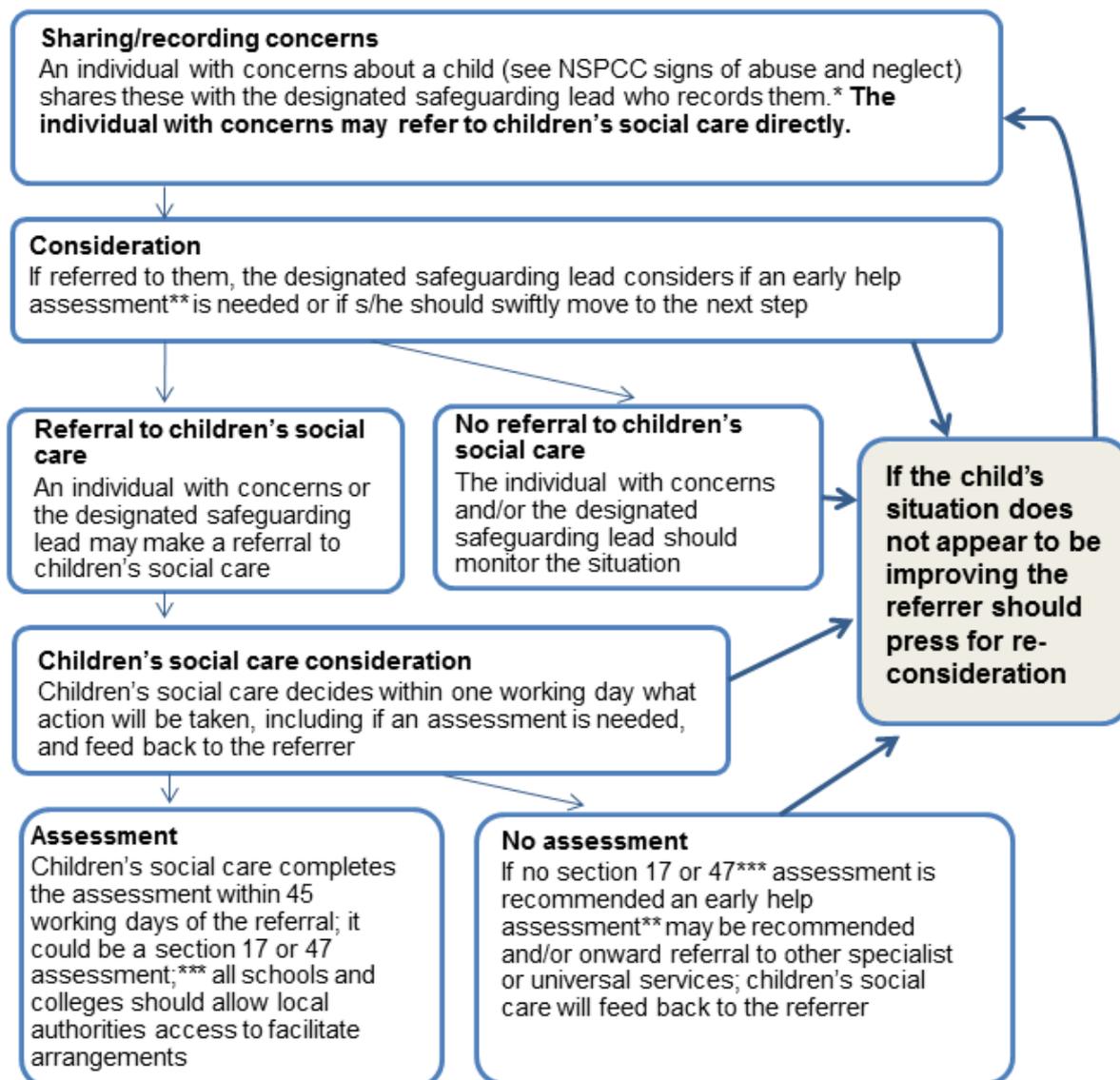
When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance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

## Appendix 1

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## Appendix 2

### Record of Concern Form:

**CONFIDENTIAL**  
**Safeguarding**  
**Record Form**



### Record of Concern

SCHOOL: ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

Name of child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

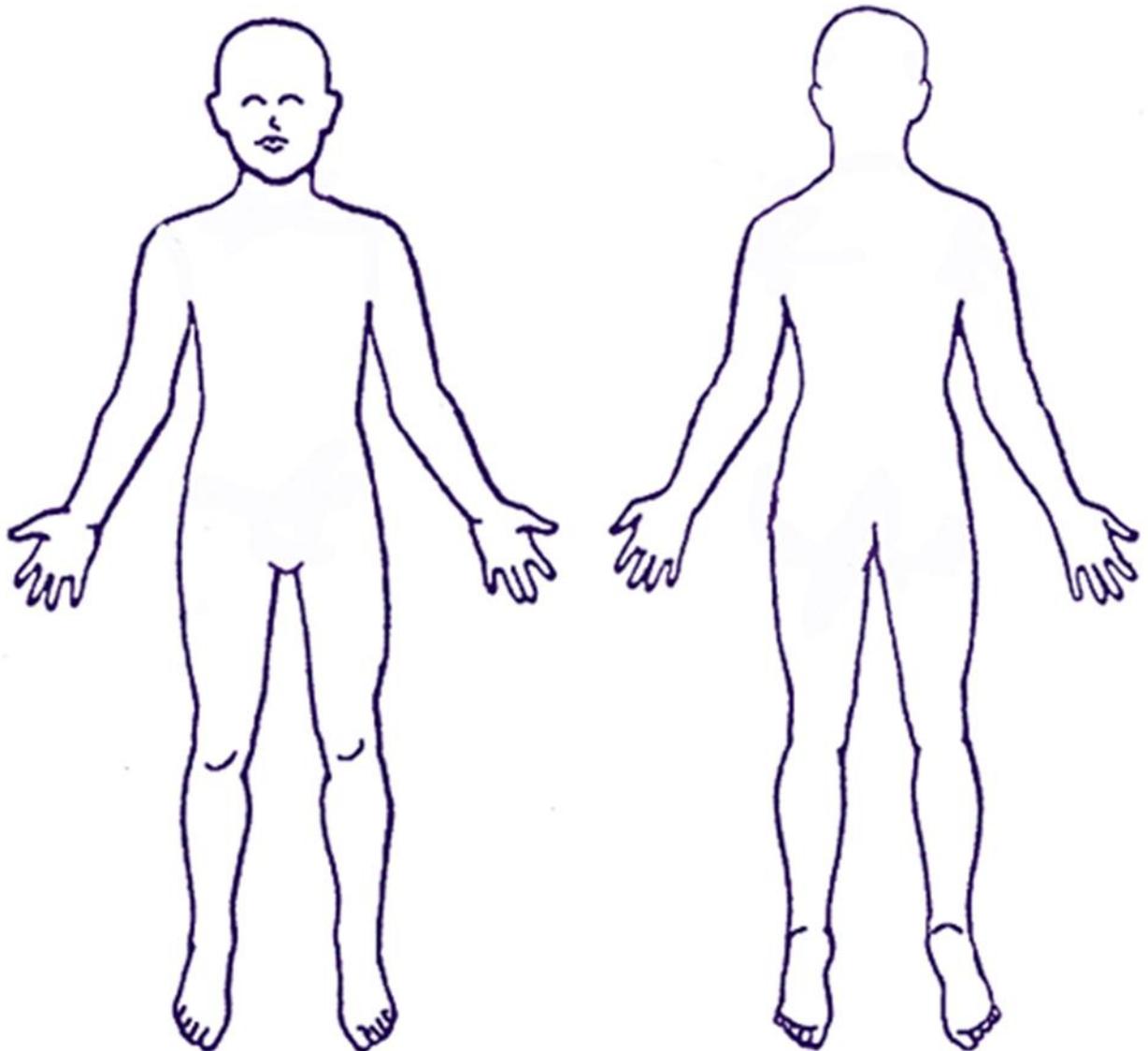
Name and position of person completing the form (please print):  
\_\_\_\_\_

Date and time of incident:	
Incident:	
Name of witnesses and any other information:	Action taken:
Signature:	Date (dd/mm/yy) and time form completed:

### Appendix 3

#### Body Map

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



## Appendix 4

### Agency referral to Hackney Children's Social Care

#### Referral form for use by all agencies.

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

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

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



<b>Is the referral for information only?</b>	
<b>Is there evidence that any children in the family are being subject to significant harm?</b>	
<b>If 'YES' please specify:</b>	
<b>Actions taken by referring agency/involvement with the family:</b>	
<b>Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.</b>	
<b>What outcomes are anticipated by the referral?</b>	
<b>Does the person with parental responsibility know that a referral to Children's Social Care has been made?</b>	
<b>If 'No' please explain why:</b>	
<b>If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?</b>	
<b>Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?</b>	
<p>Please e-mail this form to <a href="mailto:cscreferrals@hackney.gov.uk">cscreferrals@hackney.gov.uk</a> for the attention of the Referral Manager. If you need to send it to a secure email address please send to <a href="mailto:cscreferrals@hackney.gov.uk.cjism.net">cscreferrals@hackney.gov.uk.cjism.net</a> or to <a href="mailto:cscreferrals@hackney.gcsx.gov.uk">cscreferrals@hackney.gcsx.gov.uk</a></p> <p>If you have difficulties sending this by email please fax it to 020 8356 5516/7.</p>	

Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on **020 8356 5500**.

If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.

***Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.***

## **Appendix 5**

### **Hackney Key Contacts and Guidance**

Useful Contact Details:

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

**Useful guidance documents:**

Hackney Well-being Framework and Resource Guide:

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

London Child Protection Procedures:

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

Working Together to Safeguard Children:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Keeping Children Safe in Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf)

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Information Sharing Guidance for Practitioners:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

London Borough of Hackney Code of Conduct:

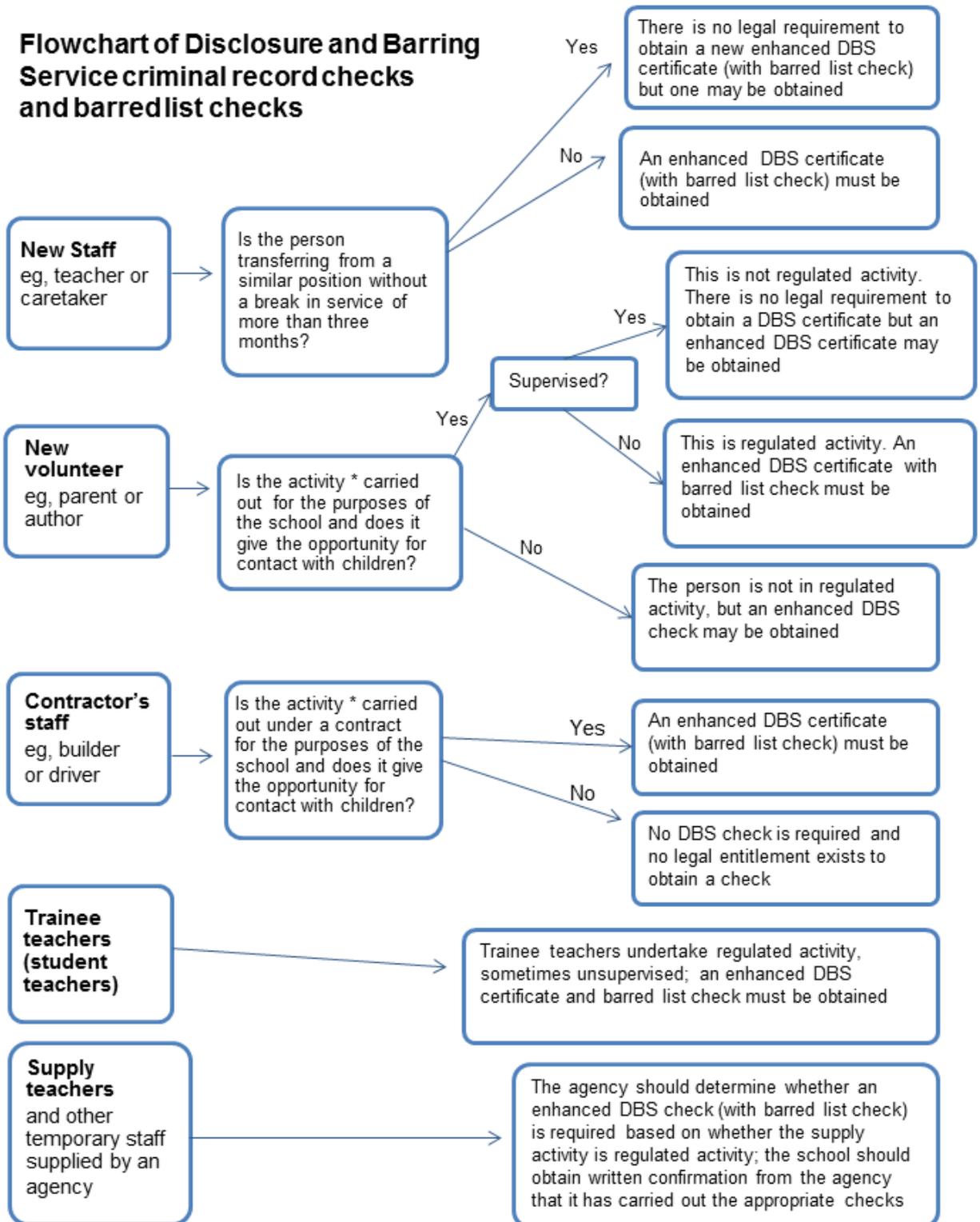
[http://staffroom.hackney.gov.uk/code\\_of\\_conduct\\_policy\\_booklet.pdf](http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf)

HLT Whistle Blowing Policy:

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

Safeguarding and Child Protection Policy – November 2018

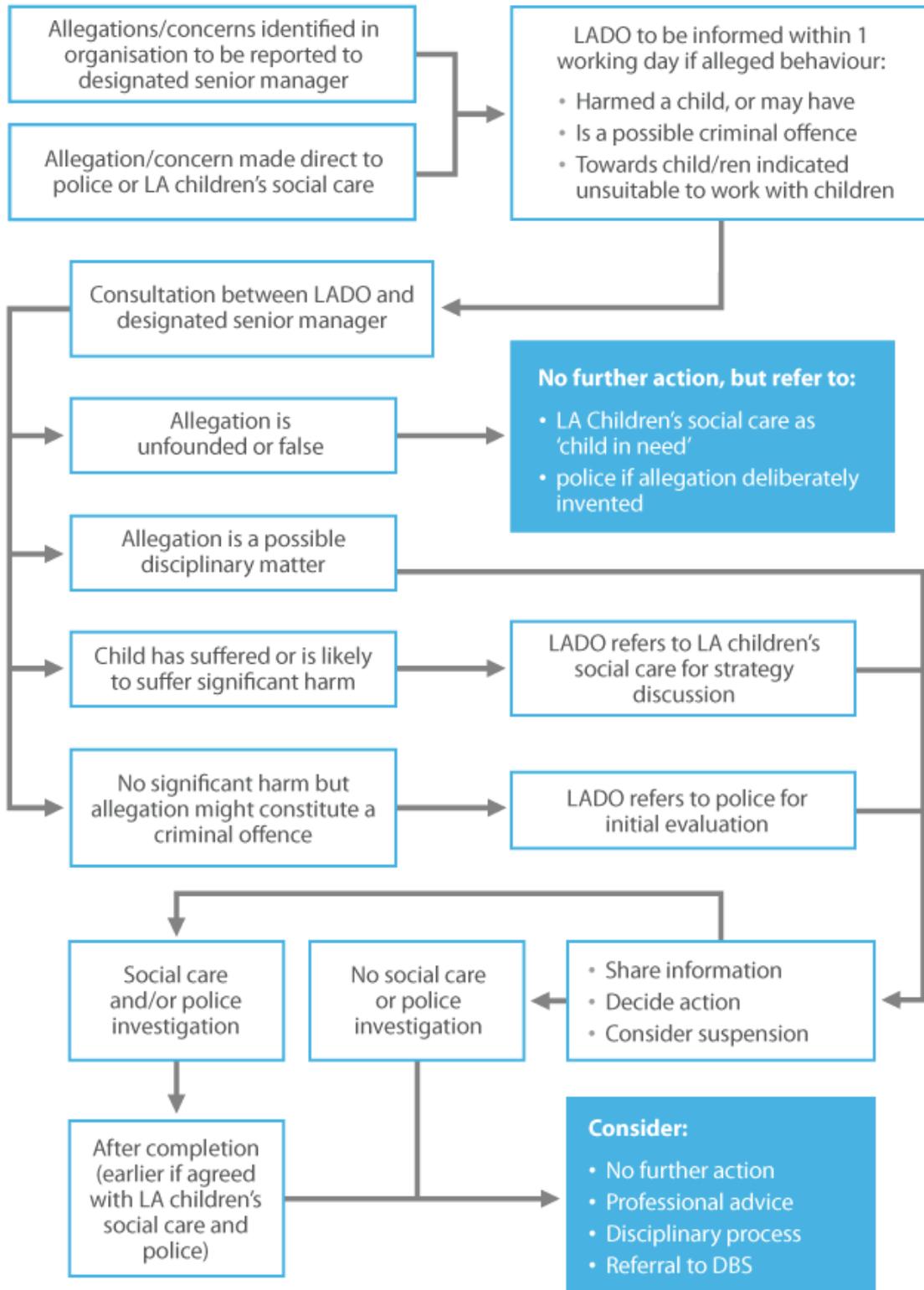
## Appendix 6



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

Appendix 7

### Allegations / Concerns Against Staff Child Protection Process



## Appendix 8



Archdiocese of Westminster  
ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL  
Ballance Road, Hackney, London, E9 5SR.  
e-mail: admin@stdominics.hackney.sch.uk

Head Teacher: Deirdre Finan

Tel: 020 8985 0995  
Fax: 020 8985 2915

Date \_\_\_\_\_

Dear \_\_\_\_\_

We are very concerned that your child's attendance has dropped below 90 percent; which is the equivalent of one session missed from school each week. We are now required to report your child's absence from school to the Education Welfare Officer from the Learning Trust.

As you know, it is extremely important that your child attends school **every day** in order for him/her to thrive both academically and socially. It is also essential that we know where children are during school hours in order to establish that they are safe.

Please return the slip below to acknowledge your receipt of this letter. We expect you to inform us immediately the reasons for any additional absence from school.

Yours faithfully,

Deirdre Finan  
Head teacher

---

Name: \_\_\_\_\_

- I understand that my child's absence from school has fallen to a level which is cause for concern.
- I shall do everything possible to ensure that my child's attendance will improve.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Safeguarding and Child Protection Policy – November 2018

## Appendix 10



Archdiocese of Westminster  
ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL  
Ballance Road, Hackney, London, E9 5SR.  
e-mail: admin@stdominics.hackney.sch.uk

Head Teacher: Deirdre Finan

Tel: 020 8985 0995

Fax: 020 8985 2915

Date \_\_\_\_\_

Dear \_\_\_\_\_

Your child's absence from school is currently at a totally unacceptable level.

We wrote to you outlining our concerns when your child's attendance dropped to 90 percent. Your child's attendance level is now at 80 percent and this gives us a very grave cause for concern.

We have already informed the Education Welfare Officer from the Learning Trust about this matter and we now expect you to attend a meeting in school to discuss what you will be doing to ensure your child does not have any further time away from their learning.

As you know, it is extremely important that your child attends school **every day** in order for him/her to thrive both academically and socially. It is also essential that we know where children are during school hours in order to establish that they are safe.

Please return the slip below to acknowledge your receipt of this letter and to confirm that you will be attending the Persistent Absence Warning Meeting.

Yours faithfully,

Deirdre Finan  
Head teacher

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Name: \_\_\_\_\_

- I understand that my child's absence from school has fallen to a level which extremely worrying.

Time of Meeting: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Safeguarding and Child Protection Policy – November 2018

# Annexes

## Annex 1

### Hackney Learning Trust Safeguarding Statement

Keeping children safe in Hackney is everybody's responsibility and Hackney Learning Trust is committed to working with partner agencies to ensure that children are protected and safe from harm. All staff must be aware that there is a clear duty for everyone supporting or working with children and young people to safeguard and promote the welfare of every child. Each individual employee is expected to carry out their responsibilities in such a way as to minimise risk of harm to children or young people and promote their welfare in accordance with the Children Act 2004 and Working Together to Safeguard Children Statutory Guidance. This duty applies to all staff in Hackney Learning Trust and to Early Years providers.

Section 175 of The Education Act 2002 places a duty on local authorities as well as schools and college governing bodies to make arrangements with a view to safeguarding and promoting the welfare of children. Proprietors of independent schools (including academies and city technology colleges) also have a duty to safeguard and promote the welfare of children under Section 157 of Education Act 2002 and The Education (Independent School Standards) Regulations 2003.

All publicly-funded schools in England are required by law to teach a broad, balanced curriculum promoting the spiritual, moral, social and cultural development of pupils.

Schools must also promote community cohesion. Independent schools set their own curriculum, but these must comply with the Independent Schools Standards, which includes an explicit requirement to promote fundamental British values as part of a broader requirement to promote the spiritual, moral, social and cultural development of pupils. These standards also apply to academies, including free schools.

Furthermore, schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. "Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas".

All staff should carry out their functions and duties to support and enable Hackney Learning Trust to fulfil their statutory obligations with regard to keeping children and young people safe and protecting them from abuse or neglect, getting the right support in place as early as possible and creating an environment which promotes their wellbeing and life opportunities. Professional curiosity plays an integral part in keeping children safe – professionals should never accept statements regarding vulnerable children and young people without questioning and testing perceptions.

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Hackney Learning Trust will also take steps to understand and work closely with other agencies in supporting all children including those in other settings in their area and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded (which should include considering whether children attending such settings are at risk of being drawn into extremism or terrorism).

**Everyone delivering services to children and young people has a role to play in improving outcomes for children and ensuring they are safe.**

Hackney Learning Trust is an active member of the City and Hackney Safeguarding Children Board which has signed up to the London Child Protection Procedures. These procedures set out how professionals should work together to safeguard and promote the welfare of children. All Hackney Learning Trust staff have a statutory duty to report concerns to a senior member of staff who will consider whether the matter should be reported to Hackney Children and Young People's Service (CYPS) or other agencies.

It is important that children and young people are listened to and taken seriously should a disclosure be made. In the case of a child who makes a disclosure against a professional or adult working with children these allegations must be referred to the Designated Officer (DO) and guidance is referenced below.

**HLT Safeguarding in Education Team**

The team offer a range of supportive services to Early Years settings and schools across the London Borough of Hackney.

**Safeguarding audits:**

SET staff can support auditing function. There is a comprehensive Auditing Tool that is designed to help schools clearly articulate their arrangements to safeguard children and promote their welfare.

**Safeguarding training:**

SET also offer safeguarding and child protection training for staff in a range of settings and at a range of levels. Safeguarding and Child Protection training is mandatory and the minimum requirement is for school and/or LA staff to receive refresher training every 2 years.

**Safeguarding advice and guidance:**

The SET can offer advice regarding individual children and concerns schools may have prior making referrals to FAST. You may seek advice on any of these issues from the Safeguarding in Education Team on 020 8820 7325 / 7255 / 7276.

## Annex 2

### Children Missing Education

In January 2016, The Department for Education launched a consultation with all Local Authorities in regard to Children Missing Education.

As a result of this consultation, changes will be made to guidance for Local Authorities with effect from September 2016.

Changes are encompassed within the Education (Pupil Registration) (England) (Amendment) Regulations 2016:

<http://www.legislation.gov.uk/ukxi/2016/792/contents/made>

The proposals affect all non-standard transitions; this is whenever a child of compulsory school age leaves a school before completing the school's final year or joins the school after the start of the first year. Under the proposals set out, **schools (including independent schools)** would be required to:

- inform their LA when they are about to delete a pupil's name from the admission register under all fifteen grounds<sup>5</sup>;
- record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information);
- inform their LA of the pupil's destination school and home address if the pupil is moving to a new school; and
- provide information to their LA when registering new pupils within five days, including the pupil's address and previous school (where they can reasonably obtain this information).

The proposals will also give LAs the discretion to require the same information on children leaving or joining the school at standard transition points, which occur when a child of compulsory school age begins school at the start of the first year or leaves at the end of the final year of that school.

In addition, there are two other proposed amendments relating to sections 8(1)(f)(iii) and 8(1)(h)(iii) of the Regulations which will require **'reasonable enquiries' to identify a pupil's whereabouts to be performed collaboratively between the school and LA where there is continuous absence after a grant of leave.**

## Annex 3

### Child Licencing

#### Standard Child Performance and Activities Licence Application Form (England)

*Note: this form should be completed and submitted to the licensing authority not less than 21 days before the first performance or activity for which the licence is requested, since the licensing authority may otherwise refuse to grant a licence.*

#### Part 1: Information to be provided by the applicant about the performance or activities<sup>1</sup>

Title:	Name:
Job title:	Company:
Address:	
Tel:	Mobile:
Email:	

Does your organisation have a child protection or safeguarding policy? When was this last updated? Please insert a link or attach a copy.	
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*Note: it is best practice that organisations that involve children in performances, paid modelling or paid sport have or develop a child protection policy, regularly review and update it, and ensure that all staff and volunteers are familiar with it.*

Name and nature <sup>2</sup> of the performances or activities in respect of which the licence is requested:	
Please provide as full a description as you can about what the child will actually be required to do. Include information about the environment they will be asked to do it in, and any other contextual information that may help us in	

<sup>1</sup> Schedule 2 Part 2 of The Children (Performances and Activities) (England) Regulations 2014 sets out the information to be provided by the applicant about the performance or activities.

<sup>2</sup> E.g. theatrical, musical, dancing, filming, sport, modelling

assessing the potential risks, physical, emotional or psychological, to the child <sup>3</sup> .	
If you have completed a risk assessment please attach it to this application. <i>See the sector led best practice guidance for further information about risk assessments.</i>	
Place of activities, performances and rehearsal for which the licence is requested, including any periods on location:	

The dates of activities, performances or rehearsals for which the licence is requested: If the dates are not known at this time <sup>4</sup> , please provide the number of days and the period during which it is requested that a child may take part in activities, performances or rehearsals.	
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The expected total running time or duration of activities or performances (including any rehearsal) in respect of which a licence is requested:	
The approximate duration of the child's appearance in the performance or activity:	

The amount of night work (if any) for which approval is being sought and please state:	
- the approximate number of days <sup>5</sup> :	
- the approximate duration on each day:	

<sup>3</sup> It should not be necessary to provide a script – the description of the activity and context is more important.

<sup>4</sup> This might be because the filming schedule cannot be fixed in advance, or the activity is dependent on weather conditions. See paragraph 1.7.2 of the advice issued by the Department for Education.

<sup>5</sup> For these purposes any performance taking place after midnight and before the earliest permitted hour counts as an extension to the previous day. E.g. if the child performs on Tuesday and then performs after midnight, in the early hours of Wednesday, that counts as one day (Tuesday).

- the reason that the performance must take the form of night work <sup>6</sup> :	
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The sums to be earned by the child in taking part in the performance or activity:	
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The name, address and description <sup>7</sup> of the person to whom or to which the sums are to be paid (if not to the child in question):	
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Where a licence is requested in respect of a performance, the proposed arrangements for any rehearsals prior to the first performance for which a licence is requested. For each rehearsal please state the date, the place, and the approximate time and duration:
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The days or half days on which leave of absence from school is requested to enable the child to take part in the performance, rehearsals or activity:	
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Proposed arrangements (if any) for the education of the child during the period for which the licence is requested stating -
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Where the education is to be provided by a school, name and address of the school:	
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Where the education is to be provided other than by a school: (i) name, address and qualification	(i)
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<sup>6</sup> The local authority may want assurance that there is a good reason why the child is asked to take part in a performance or activity at night.

<sup>7</sup> i.e. if it is an individual what is their relationship to the child, or is it a company or organisation and if so, what is their relationship to the child?

of the proposed teacher;	
(ii) the place where the child will be taught;	(ii)
(iii) the proposed course of study;	(iii)
(iv) the number of other children to be taught at the same time by the same teacher and the sex and age of each child;	(iv)
(v) whether the child is to receive the amount of education in accordance with regulation 13(3)(e) of the Children (Performances and Activities) (England) Regulations 2014	(v)

The name and address of the proposed chaperone, or the name and address of the parent or teacher who will have care of the child:	
The name of the local authority or (in Scotland) the education authority (if any) which has previously approved the appointment of the chaperone:	
The number of children to be in the charge of the chaperone during the time when the chaperone will be in charge of the child and the sex and age of each child:	
The address of any accommodation where the child will live, if different from the place where the child would ordinarily live, the number of other children and details of the chaperone (if any) who will live in the same	

accommodation:	
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Approximate length of time which the child will spend travelling to and from the place of performance, rehearsal or activity each day:	
Arrangements (if any) for transport there:	
Arrangements (if any) for transport back:	

The name of any other local authority, or in Scotland, any education authority to which an application has been made for another child to take part in performances or activities to which the application relates (if not known at the time of application, to be provided when known):	
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*Note: this will help the relevant local authorities to take a consistent approach.*

**Part 2: Information to be provided by the applicant in relation to the child**

*Note: the applicant will usually need to obtain this information from the child's parent, and a parent of the child needs to sign the completed form, but the form should be submitted by the applicant (unless the parent is also responsible for organising the activity or production). See regulation 4 of the Children (Performances and Activities) (England) Regulations 2014.*

Child's name:	
Child's home address:	
Child's date of birth:	

Name and address of the school the child currently attends: OR	
If the child is not attending school, the name and address of the child's private teacher:	
Details of each licence in relation to the child granted during the twelve months preceding the date of the application by any local authority, or in Scotland, any education authority, other than the licensing authority to which this application is made <sup>8</sup> , stating -	
The name of the authority:	
The date the licence was granted:	
The dates and nature of performances or activities:	

<sup>8</sup> This will only be relevant if the child has moved between authorities in the last 12 months.

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Details of each application in relation to the child for a licence refused by any other authority in the last 12 months, other than the licensing authority to which this application is made, stating -	
The name of the local authority or education authority:	
The reasons (if known) for the refusal to grant a licence:	

Details of any performances for which a licence was not required <sup>9</sup> in which the child took part during the previous 12 months, stating -	
The date of the performance:	
The number of days of performance:	
The title of the performance:	
The name and address of the person responsible for the production:	
Dates (if any) on which the child has been absent from school during the twelve months preceding the date of the application by reason of taking part in a performance or activity:	

Amount of any monies earned by the child during the last twelve months, stating whether the monies earned were in respect of performances or activities for which a licence was granted or a performance for which a licence was not required:
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<sup>9</sup> By virtue of section 37(3) of the Children and Young Persons Act 1963

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**Medical declaration to be completed by child's parent**

Does your child have:	If yes please provide details including any treatment or medication:
Asthma	
Any allergies	
Any skin conditions	
Hearing impairment	
Visual impairment	
Any learning disability	
Any physical disability	
Any medical conditions?	
Taking any regular medication(s)?	
Been to see or had a referral to a hospital consultant in the last 6 months?	
I confirm that I have parental responsibility <sup>10</sup> for this child.	Signature of parent:
	Print Name:
Postal Address (if different from child)	
Parents Email Address	
Parents Telephone No.	

**I certify that to the best of my knowledge the details in this application are correct. I hereby apply for a licence under section 37 of the Children and Young Persons Act 1963:**

<sup>10</sup> As defined within section 3 of the Children Act 1989, 'parental responsibility' means all of the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property.

<b>Signature of applicant:</b>	
<b>Date:</b>	

**I attach the following:**

- (a) A copy of the child's birth certificate (scanned copies are acceptable – please do not send original hard copies)<sup>11</sup>;
- (b) Two identical prints (un-mounted) of a photograph of the child taken during the last 6 months or an electronic likeness (e.g. a jpeg file)<sup>12</sup>;
- (c) A copy of the contract, draft contract or other documents (where they exist) containing details of the agreement regulating the child's participation in the performance or activity to which this application relates.

*Notes:*

- 1) *Electronic versions of this form and electronic documentation are acceptable, including signatures.*
- 2) *You should ensure that the parent/guardian and the chaperone are given a copy of the whole completed form, which you submit to the local authority.*
- 3) *Any person who fails to observe any condition subject to which a licence is granted or knowingly or recklessly makes any false statement in or in connection with an application for a licence is liable to a fine not exceeding £1000 (level 3 on the standard scale) or imprisonment for a term not exceeding three months or both (section 40 of the Children and Young Persons Act 1963).*

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<sup>11</sup> In the exceptional circumstance where the child's birth certificate cannot be provided as part of the application (e.g. because they don't have one) the licensing authority may accept alternative evidence.

<sup>12</sup> The image must not be altered or enhanced in anyway. It should be a full head shot taken in good light.