



HAMPSTEAD HILL SCHOOL

INDEPENDENT PREPARATORY, PRE-PREPARATORY AND NURSERY SCHOOL

ESTABLISHED 1949

Child Protection and Safeguarding Policy

Approved by:

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Designated Safeguarding Lead

Prevent Lead

Date: 01/09/25

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Director of Safeguarding

Date: 01/09/25

Anne Napier

Headteacher

Deputy Designated Safeguarding Lead

Date: 01/09/25

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1 Safeguarding Contact Details

School

Position	Name	Phone	e-mail
Designated Safeguarding Lead (DSL) & Prevent Lead	Sian Hoskins	020 7435 6262 ext: 202	sian@hampsteadhillschool.co.uk
Out of hours DSL contact – for emergency use only	Sian Hoskins	07789 863 604	sian@hampsteadhillschool.co.uk
Headteacher & Deputy DSL	Anne Napier	020 7435 6262 ext: 205	anne@hampsteadhillschool.co.uk
Designated LAC Teacher	Anne Napier	020 7435 6262 ext: 205	anne@hampsteadhillschool.co.uk
Deputy DSL	Stella Martinelli	020 7435 6262	stella@hampsteadhillschool.co.uk
DSL (EYFS)	Sian Hoskins	020 7435 6262 ext: 202	sian@hampsteadhillschool.co.uk
Chair of School	Lewis Taylor	020 7435 6262	director@hampsteadhillschool.co.uk
Nominated Director of Safeguarding	Lewis Taylor	020 7435 6262	director@hampsteadhillschool.co.uk
Founding Principal	Andrea Taylor	020 7435 6262 ext: 228	andrea@hampsteadhillschool.co.uk

Local Authority (Camden) Directorate

Child protection service manager

Name: Kurt Ferdinand

Contact details: 020 7974 6481

Local Authority Designated Officer (LADO):

Name: Jacqueline Fearon

Contact details: 020 7974 4556

Email: LADO@camden.gov.uk

Safeguarding Lead Officers:

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

Tel: 020 7974 1905

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

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

Name: Gemma Brown (Service managers) Tel: 07796937743

Children's Contact Service/MASH team:

Service Manager: Tracey Murphy

Tel: 020 7974 1553/3317

Prevent Co-ordinator/Education Manager

Name: Jane Murphy

Tel: 020 7974 1008

Virtual School Head

Name: Natalie White

Tel: 020 794 2359

MASH Education Lead

Name: Lucy Coull

Email: MASHEducation@camden.gov.uk

Extremism

Title	Name	Phone	e-mail
DfE non-emergency advice	Helpline	0370 000 2288	counter-extremism@education.gsi.gov.uk
Police	Non-emergency	101	N/A
Prevent Advice Line	Advice	0800 011 3764	

Female genital mutilation (FGM)

Title	Name	Phone	e-mail
FGM Helpline	NSPCC	0800 0283550	fgmhelp@nspcc.org.uk
Police	Non-emergency	101	N/A

Other useful contact details

Name	Phone
Childline	0800 1111
NSPCC	0808 800 5000

NSPCC Helpline for victims of sexual abuse	0800 136 663
NSPCC Whistleblowing advice line	0800 028 0285
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Report Abuse in Education	0800 136 663
National Domestic Abuse Helpline	0800 2000 247
Child exploitation Online Prevent (CEOP)	0870 000 3344

2 Introduction & Purpose

This policy sets out how HHS will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them achieve good outcomes. We will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

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

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

All children have a right to be cared for and protected; protecting them is everyone's responsibility. At Hampstead Hill School the whole community have a responsibility and duty of care to ensure that everyone is kept safe from harm and neglect. Hampstead Hill School is responsible for creating a culture of safety, equality and protection. With our School values at the centre, we are committed to providing a secure and supportive environment in which children can develop and grow into respectful and responsible people. At Hampstead Hill School we take our safeguarding responsibility seriously and operate within a culture of vigilance that is proactive. Safeguarding children is an essential part of our holistic approach to ensure that children are protected from abuse, neglect and exploitation and that every child reaches their full potential.

- 2.1 Safeguarding and promoting the welfare of children is defined as providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2025.)
- 2.2 This policy applies to all pupils in the School, including those that are in EYFS, KS1 and KS2.
- 2.3 The purpose of this policy is to inform all staff (including supply staff), parents (including guardians and carers), contractors, volunteers and Directors about the School's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with pupils – even where this is away from the School, such as on educational visits or when delivering lessons online.

- 2.4 This policy is published on the School's website and is also available to parents of current and prospective pupils from the Designated Safeguarding Lead (Sian Hoskins) on request. Large print or other accessible formats can also be made available.
- 2.5 The policy is drafted in accordance with the Camden Safeguarding Children Partnership's agreed local interagency procedures.

[Note: Multi-agency arrangements for safeguarding children are now handled by the three safeguarding partner agencies: the local authority (Camden); Integrated Care Systems (previously known as the clinical commissioning group) and the police.

- 2.6 This policy is also in accordance with current legislation and the following statutory guidance:

- [Keeping Children Safe in Education September 2025 \(KCSIE\)](#)
- [Working Together to Safeguard Children 2023](#)
- [Prevent Duty Guidance for England and Wales 2023](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [What to do if you are worried a child is being abused – advice for practitioners March 2015](#)
- [Children Missing Education August 2024](#)
- [Relationships Education, Relationships and Sex Education and Health Education](#)
- [The Equality Act \(2010\)](#)
- [The Human Rights Act \(1998\)](#)
- [Disqualification Under the Childcare Act 2006](#)
- [Statutory framework for the Early Years Foundation Stage July 2025](#)
- [Working Together to Improve School Attendance August 2024](#)
- [The Early Years Foundation Stage Framework 2025](#)

- 2.7 We are advised by Camden's Safeguarding and Child Protection in Schools and Education Officer, whom the DSL regularly consults on safeguarding matters. Contact details can be found in section 1 of this policy.

- 2.8 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action will be taken in accordance with this policy.

3 Principles

- 3.1 Hampstead Hill School expects all staff, Governors and volunteers to share our commitment to safeguarding and promoting the welfare of all pupils in our care. To achieve this, the School seeks to create a safe school environment with a strong pastoral system, where pupils who have been subject to any form of abuse can report the matter confident that it will be taken seriously, they will not be made to feel ashamed of making a report and will be fully supported. Staff are trained

to listen to pupils' concerns, identify issues early and respond appropriately following agreed procedures. The School will consider, at all times, what is in the best interest of the child.

3.2 The School will take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff, Governors, Directors and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the School's Safer Recruitment Policy.
- Ensure that, where staff from other organisations are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children
- Follow the local inter-agency procedures of the Camden Safeguarding Children's Partnership and contribute to inter-agency working
- Support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach
- Be alert to signs of abuse, both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil
- Deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan
- Design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegation
- Be alert to the needs of pupils with physical and mental health conditions
- Operate robust and sensible health and safety procedures
- Assess the risk of children becoming terrorists or supporting terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area
- Identify children who may be susceptible to radicalisation, and know what to do when they are identified
- Take all practicable steps to ensure that the School premises are as secure as circumstances permit
- Teach pupils about safeguarding issues and about how to keep themselves safe (including online)
- Ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay

4 Roles and Responsibilities

4.1 Safeguarding and child protection is **everyone's** responsibility. All staff (including the Governors, supply staff, contractors and volunteers) are under a general legal duty to:

- Contribute to providing a safe environment in which pupils can learn

- Consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes
- Attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL
- Be aware of the indicators of the different forms of abuse, neglect and exploitation and of emergent mental health issues
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and that they may also not recognise their experiences as harmful
- Assist children in need and to protect children from abuse, neglect, radicalisation and extremism
- Be familiar with the School's policies pertaining to safeguarding and child protection procedures and follow them
- Know how to access and implement the procedures, independently if necessary
- Keep a sufficient record of any significant complaint, conversation or event
- Report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy
- Support social services and any other agencies following any referral

4.2 The Designated Safeguarding Lead (DSL)

The School has a Designated Safeguarding Lead (DSL), **Sian Hoskins**, who is a senior member of staff and member of the School's leadership team. The DSL takes lead responsibility for safeguarding (including online safety) and child protection and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection. The School also has two Deputy DSL's, **Anne Napier** and **Stella Martinelli**, ensuring that there is always an appropriately trained and designated person in the School at all times.

The DSL will be given the time, funding, training, resources and support to ensure they are able to fulfil all the key aspects of their role as described in KCSIE, 2025 effectively:

- **Managing Referrals:** the DSL will manage the referral of cases of suspected abuse, neglect, radicalisation or any other relevant issue to the Local Authority Social Care Service, Channel programme, DBS and/or Police as appropriate.
- **Working with others:** the DSL will be the principal point of contact for all staff and when co-ordinating different departments and functions within and outside the School in the management of a case. They will promote supportive relationships with parents and carers to safeguard pupils' welfare, be able to identify the causes and consequences of issues that children are experiencing and to support staff to make appropriate adjustments in the provision of educational programmes.
- **Information sharing and managing the child protection file:** the DSL is responsible for keeping child-protection files up to date with accurate and complete records of any actions or decisions taken and ensuring these confidential records are securely stored and, where appropriate, transferred to a new school promptly.
- **Raising Awareness:** the DSL is responsible for reviewing and updating the School's safeguarding policy at least annually, for ensuring that all staff members have had

appropriate training regarding its implementation, and for ensuring that parents can access the policy and know that the School may make referrals where abuse or neglect is suspected.

- **Training, knowledge and skills:** the DSL will receive the appropriate level of training, together with regular updates, to ensure they are able to understand the unique risks associated with online safety, to be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at School or at home and to diagnose and respond to the specific needs of vulnerable children and work effectively with agencies such as the LADO, the Police and the Channel agency.
- **Providing support to staff:** the DSL should receive sufficient support and training so that they can support staff and help them feel confident on welfare, safeguarding and child-protection matters, including referrals and taking into account safeguarding, welfare and SEND in the provision of academic and pastoral support.
- **Understanding the views of children:** the DSL should, through training, develop the knowledge and skills needed to encourage a culture of listening to children and taking account of their wishes and feelings among all staff. They should promote an understanding of the difficulties that pupils may have in approaching staff about their circumstances and help staff consider how to build trusted relationships which facilitate communication.

4.3 Deputy Designated Safeguarding Lead (DDSL)

The DDSL is trained to the same standard as the DSL and, in the absence of the DSL, will carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, the Deputy will assume responsibility for all the activities described above. On a day-to-day basis, safeguarding activities may be delegated to a DDSL but final lead responsibility for safeguarding and child protection remains with the DSL.

4.4 Headteacher

The Headteacher is responsible for ensuring that the procedures outlined in this policy are followed on a day-to-day basis. To this end the Headteacher will ensure that:

- The Child Protection and Safeguarding policy and procedures adopted by the Directors are implemented and followed by all staff
- Sufficient time, training, funding, support and resources necessary to enable the DSL and DDSL to carry out their roles effectively are allocated, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Matters which affect pupil welfare are adequately risk-assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated
- Systems for pupils exist that enable them to express their views and give feedback
- Staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy and Low-Level Concerns Procedure
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Safer recruitment procedures are being adhered to in line with Part 3 of KCSIE

- They act as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff and volunteers) and liaises with the Local Authority Designated Officer (LADO)
- They notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulation Agency and/or the Police of anyone who has harmed or may pose a risk to a child.

4.5 Directors and Governor

The Directors and Governor have overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Directors/Governor to provide scrutiny of the safeguarding policy and safeguarding practices. The Directors/Governor take seriously their responsibility to fulfil their duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end, the Directors/Governor will ensure that:

- They facilitate a whole-school approach to safeguarding, ensuring safeguarding and child protection underpin all aspects of process and policy development
- An effective, up-to-date safeguarding child protection policy is in place that is clear and easy to understand for staff, pupils, parents and carers and is made available on the School's website
- Other policies, as prescribed in Part 2 of KCSIE, are in place and operational
- The obligations imposed by the Human Rights Act (1998) and the Equality Act (2010) are met
- Pupils are being taught about how to keep themselves safe, including online and that provision caters to the specific needs and vulnerabilities of individual children, including those who are victims of abuse and/or have SEND needs
- Required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register
- An appropriate member of staff from the School's leadership team is appointed to the role of DSL
- All staff receive safeguarding induction and ongoing training in accordance with this policy
- Pupils are taught about safeguarding, including online safety
- The School's safeguarding arrangements take into account the procedures and practice of the Camden Safeguarding Children Partnership
- The School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of pupils are identified
- Clear systems and processes are in place for identifying and managing pupils with mental health problems
- Child protection files are maintained and, where appropriate, such records are transferred to a pupil's new school or School in accordance with statutory guidance
- Appropriate filters and monitoring systems are in place to keep children safe online and that these are reviewed regularly
- The School reports to their local authority any pupil who joins or leaves the School at non-standard transition times in line with statutory and local authority guidance

- Written assurances are provided by individuals or organisations who hire School premises confirming appropriate safeguarding and child protection procedures are in place

4.6 Safeguarding Director

Lewis Taylor is the Nominated Safeguarding Director who takes lead responsibility for monitoring the operation of safeguarding arrangements in the School. This is done in a number of ways, these being:

- Conducting discussions about safeguarding matters with the DSL at least once a term and more regularly, if needed
- Liaising with the local authority and/or partner agencies where appropriate
- Conducting an annual audit of the School's safeguarding procedures and submitting a written report to the Board with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the School is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. Further, the report includes DSL and Nominated Safeguarding Director reports, framework reviews, Single Central Register audits and details of any referrals or consultations. This audit will form part of the annual review undertaken by the Board as a whole to ensure that all policies, procedures and training provided by the School are effective and comply with the law.

5 Key Personnel

The DSL at the School is Sian Hoskins (School Co-ordinator) and is a member of the Senior Leadership Team. If the DSL is unavailable, the role will be carried out by the Deputy DSL's: Anne Napier (Headteacher) or Stella Martinelli (Head of Year). The DSL or Deputy DSL is always available when the School is open to discuss safeguarding concerns with staff, either in person or via telephone, email or Microsoft Teams.

- 5.1 If the DSL and Deputy DSL are unavailable, the role will be carried out by the Headteacher or the Nominated Director of Safeguarding. Outside School hours and during out-of-term activities, a designated member of the SLT will assume temporary responsibility if they received the appropriate training.
- 5.2 Sian Hoskins oversees safeguarding within the EYFS is also the designated member of staff for looked-after children.
- 5.3 Contact details for the above are contained in section 1 of this policy.

6 Staff Training

- 6.1 Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse, neglect and exploitation are concerned.
- 6.2 Induction training for all new members of staff, including temporary employees or volunteers, includes formal child-protection training which covers:
 - This safeguarding policy and related policies on Anti-Bullying, Online Safety, Mental Health and Prevent Procedures*
 - Part 1 and Annex B of KCSIE*
 - The role, identity and contact details of the DSL and Deputy DSLs
 - Policies on acceptable use of IT and online safety (including when they are online at home)*

- The pupil Behaviour Policy*
- The School's safeguarding response to pupils who go missing from education*
- The Staff Code of Conduct, including low level concerns procedures*
- The School's policy on Whistleblowing*
- An overview of the Local Safeguarding Children Partnership's procedures*

** Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional approach based on risk assessment will be taken to determine the level of information provided to temporary staff and volunteers.*

- 6.3 All staff, including the Headteacher and volunteers involved in regulated activity, will undertake appropriate safeguarding and child protection training which, in line with LSCP guidance, is updated annually. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, e-bulletin updates, and the completion of relevant e-courses on a regular basis and at least annually. Safeguarding training is co-ordinated by the DSL and includes child-on-child and online safety where appropriate. Staff undertake annual prevent duty training.
- 6.4 All staff receive updated copies of the School policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex B of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading in the staff section of the School's Staff designated One Drive folder or on the website.
- 6.5 The DSL team will regularly assess the appropriate level and focus for staff training so that it can respond to specific safeguarding concerns such as mental health, child-on-child abuse, online safety, radicalisation, child sexual exploitation, child criminal exploitation, sexual violence and harassment, and female genital mutilation (FGM).
- 6.6 The DSL and Deputy DSL's undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be obtained for those who have specific responsibility for EYFS and looked-after children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:
- Keep abreast of best practice for promoting a culture of listening to children
 - Remain up to date on the mechanics of inter-agency working as operated by the LSCP
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common assessment processes such as early-help assessments
 - Have an up-to-date working knowledge of how local authorities conduct child-protection case conferences so they can contribute to these effectively when required to do so
 - Be alert to the specific needs of children in need, those with Special Educational Needs and young carers
 - Understand and support the School regarding the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
 - Be able to keep proper written records of concerns and referrals.

- 6.7 New appointees to the Board will receive appropriate safeguarding and child protection (including online) training at induction. This training is designed to ensure they understand their responsibilities as Governors and equip them with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. The Governors receive update training at least on an annual basis.

7 Hierarchy of Intervention

- 7.1 The Camden Safeguarding Children Board publishes [threshold guidance](#) that all agencies, professionals and volunteers in the borough can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static, and they may experience different needs – at different points on the continuum – throughout their childhood years.

7.2 Within the continuum, there are four levels of intervention:

Level 1: Universal

Children whose needs are being met through universal services. This includes children with additional needs which can be met through a single universal service.

Level 2: Early help

Children whose needs cannot be met from one service and where there are a number of factors preventing the child from achieving their potential. Two or more of the indicators listed here need to be present.

Level 3: Children in Need

Children who have more complex and enduring needs requiring a statutory social work service. Parents may lack insight and may not engage with services to address problems. For youth offending cases, children who are involved in low level criminal activity and who have entered the criminal justice system.

Level 4: Child Protection

Children may be suffering significant harm, in need of a safe home and/or a legal order to safeguard and promote their welfare. Parents face difficulties that affect parenting capacity and may not engage with services. For youth offending cases, children who are involved in serious criminal activity, eg gangs, and who may be remanded into care or receive a custodial sentence.

8 Early Help

- 8.1 Hampstead Hill School recognises the importance of providing early help and support to pupils for a problem as soon as it arises to prevent it from escalating. Early help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise that young people may face many challenges that put them

in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, mental health and relationship issues.

- 8.2 There are many indicators of early help. Staff should be alert to any child who has experienced multiple suspensions, is at risk of being permanently excluded from schools and in alternative provision or a pupil referral unit; has a parent or carer in custody or is affected by parental offending; and is frequently missing/goes missing from education, home or care.
- 8.3 Pupils are encouraged to raise concerns as soon as they are identified, either through their class teacher or directly with the Designated Safeguarding Lead, so that effective early support can be provided. They should be taken seriously and never be made to feel that they are creating a problem by reporting concerns or abuse.
- 8.4 If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will, taking into account Camden's threshold criteria, consider what action should be taken.
- 8.5 If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving.
- 8.6 The School has various mechanisms to help identify emerging problems, including a thorough pupil recruitment process, the School's pastoral system, the PSHE programme and various policies, including Anti-Bullying and Cyber-bullying, Online Safety, Mental Health and Prevent. Staff training also prepares staff to identify pupils who might benefit from early help.
- 8.7 The School recognises the increased vulnerability of young people who:
 - Are Disabled or have Special Educational Needs (whether or not they have a statutory Education, Health and Care plan) as they are more prone to peer-group isolation or bullying (including prejudice-based bullying)
 - Do not have English as a first language
 - Are in private foster care
 - Are living away from home for the first time
 - Are frequently missing from care or home
 - Are faced with challenging family circumstances
 - Are showing signs of being drawn into anti-social or criminal behaviour
 - Are looked after children
 - Are acting as a young carers
 - Are misusing drugs or alcohol themselves
 - Are at risk of being radicalised or exploited
 - Are showing early signs of abuse, neglect or mental health problems
 - May be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity or other protected characteristics

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these young people for many reasons, including:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration

- SEND pupils are more prone to peer group isolation (including prejudice-based bullying) than other young people
- That pupils with Special Educational Needs or Disabilities (SEND) can be disproportionately impacted by bullying/child-on-child abuse without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the real world

9 What to Look Out For and When To Be Concerned

9.1 All staff should be aware of the types and signs of abuse, neglect and exploitation so that they are able to identify pupils who may be in need of help or protection. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. They also must be mindful that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. To reduce barriers to a potential disclosure it is incumbent on staff to build trusted relationships with children which facilitate communication. Staff must also exercise professional curiosity and speak to the DSL when they have concerns.

9.2 **Child abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as witnessing the impact of the ill-treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (child-on-child abuse). Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

9.3 Staff should be aware of the four main categories of child abuse which are commonly identified:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily through a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and is covered in greater detail later in this policy (section 20).
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9.4 Other forms of abuse which staff should be aware of are:

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Child-on-child
- Children missing from education
- County lines
- Domestic abuse
- Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)
- Forced marriage
- Radicalisation
- Sexual violence and harassment (including upskirting)

Further information is provided in Appendices 1 and 2 of this policy and in Part 1 and Annex B of KCSIE.

10 Reporting - The Four Rs Strategy

At Hampstead Hill School, we use the 'Four Rs' strategy when approaching safeguarding concerns.

10.1 Recognise

Staff have a responsibility to identify children suffering from abuse or neglect and ensure that any concerns about the welfare of a pupil are reported to the DSL. Staff should never promise confidentiality when receiving a disclosure from a child.

10.2 Report

Any concerns held by staff are discussed in the first instance with the DSL, or in their absence, the DDSL and advice sought on what action will be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

10.3 Record

The staff member may take notes at the time of any disclosure to ensure the exact detail is included. Staff also transfer this record to CPOMS so it appears on the child's secure record. Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records are held securely within the school. The DSL is responsible for ensuring that records are accurate, up to date, and of a high standard.

Records show what the concerns were, what action was taken to refer on concerns or manage risk within the school, whether any follow-up action was taken, and how/why decisions were made.

Any incidents, disclosures or signs of neglect or abuse are fully recorded with dates, times and locations. CPOMS should be updated whenever concerns arise, if there is a serious incident, or where a child is being monitored.

Child protection files must be accessed and information shared on a "need to know" basis. The DSL is responsible for ensuring relevant records are passed to the DSL at a new school and may consider contacting the school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.

10.4 Refer

Where possible, a decision on whether or not to refer a pupil to CSSW is made by the DSL or DDSL following a discussion with a staff member who has raised concerns. This should not delay a referral and any member of staff may make a referral if necessary, but will discuss the matter with a member of the Senior Leadership Team. Staff are aware they must alert the DSL as soon as possible. Referrals are made in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with the Contact team social worker to obtain advice on how to proceed.

Parental consent is to be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent is not sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

If the child already has an allocated CSSW social worker, the referral will be made directly to them. If the child is not already known to CSSW, referrals will be made to the Contact team. If the child lives outside Camden, a referral will be made to their home local authority.

All referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.

If the school does not think the child's situation is improving within a reasonable timescale following referral, this will be taken up with CSSW/Early help services via the designated safeguarding lead.

11 Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between young people outside this environment. This is known

as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether pupils are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

12 Signs of Abuse

12.1 All staff need to be aware that pupils may be reticent about reporting abuse generally, and particularly so about child-on-child abuse. All staff therefore need to be vigilant for potential indicators that abuse may be taking place and able to complete a log on CPOMS to inform the DSL team of any concerns they might have.

12.2 Possible signs of abuse include (but are not limited to) the following:

- The pupil discloses that they have been abused, or asks a question which gives rise to that inference
- The pupil has an injury that cannot be reasonably or consistently explained, or is unusual in type or location
- The pupil shows signs of injury on a regular or patterned basis
- The pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- The pupil appears neglected (eg dirty, hungry, inadequately clothed)
- The pupil appears reluctant to return home or has been openly rejected by their parents
- The pupil's development is delayed in terms of emotional progress
- The pupil withdraws emotionally – showing a lack of trust in adults
- The pupil shies away from being touched or flinches at sudden movements
- The pupil loses or gains weight

12.3 Further guidance is provided in Appendix 2. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused \(2015\)](#) and the [NSPCC website](#).

13 Listening to Pupils and Record Keeping

13.1 The School provides a range of opportunities for pupils to be listened to. Pupils can speak with class teachers, Heads of Years, or a member of the DSL or Pastoral teams. Concerns can also be brought to our attention via their PSHE and P4C lessons. Contact details for external agencies are available in classrooms and staff rooms.

13.2 If a pupil discloses that they have been abused or neglected in some way, the member of staff should:

- Immediately stop any other activity to listen
- Listen carefully to the pupil and keep an open mind - do not interrupt or be afraid of silences
- Keep in mind that some pupils may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation

- Limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoiding leading questions (such as, “has this happened to your siblings?”) that may prejudice an investigation
- Not make any attempt to investigate the incident themselves or make a decision as to whether or not the pupil has been abused
- Reassure the pupil, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy
- Discuss the conversation with the DSL as soon as possible, and take no further action unless instructed to do so by the DSL or the Headteacher
- Only share information on a need-to-know basis
- **Make a full written record of the conversation as set out below.**

13.3 Staff must record in writing all concerns, discussions and decisions made about a pupil as soon as possible on CPOMS. The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- Its date, time and place
- What was said and done, by whom and in whose presence
- Any noticeable non-verbal behaviour or words used by the child.

The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer. The DSL or DDSL will organise for the evidence to be scanned and added to the CPOMS incident record.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically.

14 Procedure to be Followed By Staff When They Have Concerns About a Pupil’s Welfare

14.1 If a member of staff has concerns about a pupil’s welfare, including any mental health concerns, **they must inform the DSL as soon as possible**, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff (including supply staff) and volunteers* below should be followed. Staff should not assume that somebody else will act and share information that might be critical in keeping a pupil safe.

14.2 All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should talk to the DSL.

14.3 If a teacher discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the teacher **must** report this to the police. Unless the teacher has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex B of KCSIE and [‘Guidance for Schools’](#) information.)

14.4 The safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of becoming terrorists or supporting terrorism.

14.5 Parents can report to the DSL on the welfare of any pupil in the School, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's head of year or other member of staff, who will notify the DSL.

14.6 Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

15 Duties of the DSL on Being Notified of a Concern About a Pupil's Welfare

15.1 When the DSL is notified of any concerns about a pupil's welfare, they will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

15.2 Factors that the DSL should bear in mind when making their decision include:

- The best interests of the child
- The nature and seriousness of the complaint
- Contextual factors
- The referral threshold set by the relevant Local Authority
- The pupil's wishes or feelings
- The inter-agency procedures of the Local Safeguarding Children Partnership
- Where relevant, local information sharing protocols relating to Channel referrals.

15.3 If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the pupil's situation does not appear to be improving.

15.4 Members of the DSL team are responsible for maintaining written safeguarding records once an issue has been logged on CPOMS. These records are confidential and the only personnel within the School who have access to them are the DSL/DDSLs. Such records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved; and
- A note of any actions taken, decisions reached and the outcome.

16 Making a Referral to Children's Social Services

16.1 When a pupil is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made as soon as possible by the DSL to Children's Social Care in the local authority in which the pupil lives. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge. Where a child and family would benefit from coordinated support from one or more agency (for

example: education, health, housing, police) there should an inter-agency early-help assessment and procedures will be put in place by children's services to arrange this. The School will coordinate with the local agencies involved.

- 16.2 If a pupil is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police **immediately**. Further guidance on when to call the police is provided by the [NPCC - when to call the police](#). The School is not required to obtain parental consent prior to a referral being made.
- 16.3 If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.
- 16.4 If the DSL is not sure whether a referral should be made, they will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to local authority children's social services and/or the police will be made immediately.
- 16.5 Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.
- 16.6 If, after a referral, the pupil's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up, to ensure both that their concerns are addressed and that the pupil's situation improves.
- 16.7 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to becoming a terrorist or supporting terrorism. The School will respond to requests for information from the police promptly, and in any event within five to ten working days (see the School's Prevent Policy).
- 16.8 If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the individual who made it.

17 Informing Parents

- 17.1 Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer (LADO), children's social services, the police and/or the Headteacher before discussing details with parents.
- 17.2 For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parents) when determining what information can be shared. Whether or not consent is sought will be dependent

on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

17.3 When the School decides to refer a particular complaint of abuse to social services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

17.4 For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

18 Allegations About Members of Staff, Supply Staff, Contractors and Volunteers

18.1 Guidance to staff

Guidance is given to staff to be circumspect about placing themselves in situations which may

- Put themselves or their pupils at risk of harm; or
- Give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Particular care should be taken when staff have one-to-one meetings with a pupil.

18.2 The following procedures will be used where it is alleged that a member of staff, a supply teacher, contractor or volunteer 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
- Behaved towards a child or children in a way that indicates they would pose a risk of harm
- Behaved or may have behaved in a way (in or outside of School) that indicates they might not be suitable to work with children. The incident may not necessarily involve children but may raise concerns that such behaviour might be replicated against a child (eg domestic violence at home)

These criteria are often referred to as the allegation or harms threshold. The procedures outlined below aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part 4 of KCSIE.

18.3 Reporting an allegation about staff

If an allegation is made about staff that appears to meet the criteria in paragraph 17.2:

- Where an allegation is made about a member of staff, supply staff, the DSL, contractor or volunteer, the matter should be reported immediately to the Headteacher, or in the Headteacher's absence, to the Nominated Director of Safeguarding. The adult to whom the allegation relates should not be informed without the explicit consent of the Local Authority Designated Officer (LADO), the person designated by the local authority to be involved in the management of allegations against people who work with children. In the event of a situation

where there is a potential conflict of interest in reporting the matter to the Headteacher, an allegation should be reported directly to the LADO.

- Allegations about the Headteacher should be reported to the Chair of Governors without first notifying the Headteacher.
- Allegations about the Governors should be reported directly to the LADO.
- The Headteacher or Governor who receives any such allegation is referred to in these procedures as the 'case manager'.

18.4 Action to be taken by the case manager

- Before contacting the LADO, the case manager will conduct basic enquiries in line with the Allegations of Abuse Against Staff Policy to establish the facts to help determine whether there is any foundation to the allegation. Nothing must be done at this initial stage that could jeopardise a future police investigation.
- If the case manager is unsure whether the allegation meets the criteria in para 18.2 above, the LADO will be consulted for advice.
- Any allegations meeting the criteria in para 18.2 will be dealt with in accordance with the local authority's arrangements for managing allegations. All such allegations must be dealt with as a priority to avoid any delay.
- The case manager will immediately (and in any event within one working day) discuss the matter with the LADO before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to formally investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken with regards to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.
- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- Any allegations of serious harm or abuse by any person living, working or looking after children in the nursery or EYFS years (whether that allegation relates to harm or abuse committed on the premises or elsewhere) will be notified to Ofsted as soon as practicable (and within 14 days at the latest), and include details of the action taken in respect of the allegations.
- Where an adult makes an allegation to the School that they were abused as child, the individual will be advised to report the allegation to the police. Non-recent allegations made by a pupil will be reported to the LADO in line with the Allegations of Abuse Against Staff Policy for dealing with such allegations. The LADO will then coordinate with the local authority children's social care and the police.

18.5 Disclosure of information

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted and, if appropriate, local authority children's social care and the police.
- The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, only in relation to their child: no information can be shared regarding the member of staff.
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

18.6 Investigation

- Investigations will usually be undertaken by a senior member of School staff, under the guidance of the LADO. However, depending on the nature and complexity of an allegation, the investigation may instead be conducted by external agencies, such as social services or the police. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should be conducted.
- Where an external agency is conducting the investigation rather than the School, the School will co-operate fully with external investigators. No internal investigation into possible breaches of the School's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- The case manager will monitor the progress of the case to ensure that it is being dealt with as quickly as possible in a thorough and fair way. Wherever possible, the first review should take place within four weeks of the initial assessment. Subsequent reviews will take place at fortnightly (and no longer than monthly) interval whilst the investigation is ongoing.
- It is recognised that the School may have to consider an allegation against an individual not directly employed by the School: for example, supply teachers provided by an employment agency or business. The School will ensure that the agency is made fully aware of any allegations and that they are dealt with properly. Before ceasing using a supply teacher due to safeguarding concerns, the facts will be found out and the LADO liaised with to determine a suitable outcome. The DSL or the Nominated Director of Safeguarding may take the lead in the investigation, to ensure that the allegation is dealt with properly and to recognise the fact that the agency would not have direct access to pupils or other school staff. They would therefore not be able to collect the facts or liaise with the LADO, police and/or children's social services. The agency will be made aware of the issues and be fully involved, even though the School is taking the lead. For example, the School will discuss with the agency whether it is appropriate to suspend the person they have supplied, or redeploy them, whilst the investigation is carried out. Supply staff will be advised to contact their trade union for representation. If there is an allegation meeting, it will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the School.
- The School will not cease its investigations if the person involved leaves, resigns, ceases to provide their services, or refuses to co-operate. Records will be kept of the nature of the allegation and any supporting evidence used to determine whether or not, on the basis of

information available, the allegation is substantiated. The person involved will be notified in writing of the outcome of the investigation process.

- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence to prove the allegation
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the investigation.
 - False: there is sufficient evidence to disprove the allegation
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

18.7 Support

- The School has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case.
- The School will also provide access to counselling or medical advice, where appropriate.
- The School will not prevent social contact with work colleagues and friends, when staff are suspended, unless there is reason to believe this may be prejudicial to the gathering and presentation of evidence.
- Support will also be offered to the pupil(s) affected and their parents. The School will consult with the children's social services, or the police as appropriate, as to how this can be done in the most suitable and effective way.

18.8 Suspension

- Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect that one or more pupils at the School are at risk of significant harm, or where the allegation is so serious that it might be grounds for dismissal. The School will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The School will balance the need to ensure the safety and welfare of the pupil with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons for the suspension. The School will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
- If it is decided that the person who has been suspended should return to work, the School will consider how to facilitate this: for example, whether a phased return would be appropriate. The School may provide a mentor and will also consider how to manage contact with the pupil who made the allegation.

18.9 Confidentiality and information sharing

- The School will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality, in order to ensure a fair investigation with minimum impact on all parties.
- A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication, in whatever form, which is addressed to the public at large or any section of the public.
- The case manager will take advice from the LADO, police and children's services, as appropriate, to agree:
 - Who needs to know about the allegation and what information can be shared
 - How to manage speculation, leaks and gossip, including how to make the parents of the pupil involved aware of their obligations with respect to confidentiality
 - What, if any, information can be reasonably given to the wider community to reduce speculation
 - How to manage press interest if, or when, it arises
- Where the police are involved, wherever possible the School will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in any subsequent disciplinary process initiated by the Headteacher, Anne Napier.

18.10 Unsubstantiated, unfounded, false or malicious allegations

- If an allegation by a pupil is determined to be unsubstantiated, unfounded, false or malicious, the case manager should consider the following actions:
 - If the pupil who made the allegation is in need of help or may have been abused by someone else and, under such circumstances, whether a referral to pupil's social services is appropriate
 - Whether to take disciplinary action against the pupil in accordance with the School's Behaviour Policy.
- If a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to require that parent to withdraw their child or children from the School, on the basis that they have treated the School or a member of staff unreasonably.
- Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

18.11 Substantiated allegations

- If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children a report to the Disclosure and Barring Service will be made promptly, and in any event within one month of the person leaving the School.
- Settlement agreements, including a form of words for a reference, will not be used in cases where a member of staff, volunteer or contractor resigns or ceases to provide his or her service, where there are allegations that indicate the person is a risk or poses a risk of harm

to children. Resignation or ceasing to provide services will not prevent a referral being made to the Disclosure and Barring Service where appropriate.

- If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the School will give separate consideration to whether a referral should be made to the Teaching Regulation Agency. The School will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](#) and [Teacher misconduct: the prohibition of teachers](#) (as updated from time to time) to decide whether a referral should be made.
- At the conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether any improvements could be made to the School's procedures to prevent the occurrence of similar events in the future. Consideration will also be given to how the investigation process was managed, including, where appropriate, the use of suspension of the accused. The case manager will produce a written report that will be presented to the Directors without delay.

18.12 Record keeping and references

- Details of allegations that are found to be malicious or false will be removed from personnel records, unless the individual gives their written consent for the retention of the information. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any actions taken, decisions made and the outcome (*substantiated, unfounded or unsubstantiated*) will be kept on the employee's file. A copy of this summary will be provided to the individual concerned, where agreed by local authority children's care or the police, and a declaration on whether the information will be referred to in any future reference. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
- When providing employer references, Hampstead Hill School will not refer to any allegation or history of allegations where the allegation(s) have been proven to be false, unfounded, unsubstantiated, false or malicious. Factual information (not opinions) will be included in references, where an allegation has been substantiated.

18.13 Learning lessons

- Throughout the investigation process into a safeguarding allegation about a member of staff and at the conclusion of a case, irrespective of whether the allegation is substantiated, the School will review the circumstance of the case to see if there are any improvements that can be made in its practice or policy which may prevent similar cases in the future. Such reviews will be conducted by the case manager in consultation with the LADO and will also consider how future investigations of a similar nature could be carried out more effectively, including any issues arising from any decision to suspend a member of staff, the duration of the suspension and whether or not the suspension was justified. The case manager will submit a report to the Directors summarising the outcome of the review.

19 Low-Level Concerns

19.1 As part of a whole School approach to safeguarding, Hampstead Hill School seeks to promote a culture in which all concerns about all adults working in or on behalf of the School are dealt with promptly and appropriately. The purpose of the School's low-level concerns policy is to create and embed a culture of openness, trust and transparency in which our values and expectations of staff

behaviour as set out in the Code of Conduct are constantly lived, monitored and reinforced by all staff.

19.2 A 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult has acted in a way that:

- Is inconsistent with the School's Code of Conduct, including inappropriate conduct outside of work
- Does not meet the allegation threshold (see 17.2) or is otherwise not serious enough to consider a referral to the LADO. If the School is any doubt as to whether the information shared about a member of staff meets the harms threshold, advice from the LADO will be sought.

NB: The term 'low-level' does not mean that the concern is insignificant; it simply means the behaviour does not meet the allegation threshold as defined in KCSIE, 2025.

19.3 Inappropriate behaviour can exist on a wide spectrum, from that which is inadvertent or thoughtless through to that which is ultimately intended to enable abuse. Examples of such behaviour could include but are not limited to: being overly friendly with pupils; showing favouritism; taking photographs of pupils on a personal device; or humiliating pupils.

19.4 Low level concerns may arise in several ways and from a number of sources: for example, suspicion; complaint; or disclosure made by a pupil, parent or another adult within or outside the organisation; or as a result of vetting checks undertaken.

19.5 Staff are required to report any concerns about any adult (including a person employed by a supply agency or a contractor) to the Headteacher. In the case of supply staff, and contractors their employers will be notified so any patterns of inappropriate behaviour can be identified. Where the concern relates to the Headteacher, it should be reported to the Governors. Such reports should be made without undue delay. Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This determination will be made by the Headteacher/Governors when the matter has been investigated.

19.6 A member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff, for whatever reason, may have behaved in a manner which, on reflection, falls short of the standard set out in the Staff Code of Conduct. Under such circumstances, the member of staff should make a self-referral to the Headteacher as soon as possible. Doing so demonstrates transparency, facilitates effective management of the issue and can reduce the risks of misunderstandings and false allegations.

19.7 Full details of how the Headteacher (or nominated deputy) will go about investigating low-level concerns are set out in the Low-Level Concerns Policy. In brief, the Headteacher will collect as much evidence as possible by speaking directly to the person who raised the concern, the individual involved and to any witnesses.

19.8 All low-level concerns, including those determined to be unfounded, will be recorded in writing by the DSL or the Headteacher in her absence. The record will include details of the concern, the context in which the concern arose, any actions taken and decisions reached (along with the rationale for them), and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as is reasonably possible. Records of low-level concerns are confidential and securely stored by the DSL in accordance with the Data Protection Act 2018 and the UK General Data Protection regulation until the individual ceases to be employed by the School.

19.9 Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in employment references provided by the School. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to.

19.10 Records of low-level concerns will be reviewed at least termly by the DSL, Headteacher and Nominated Director of Safeguarding to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. Where a pattern of behaviour is identified consideration will be given to whether disciplinary procedures should be invoked, the matter should be escalated to the LADO and, more broadly, whether existing policies need to be revised and/or additional training is required to address wider cultural issues and minimise the risk of recurrence in the future.

20 Arrangements for Dealing With Child-on-Child Abuse and Allegations

20.1 Most instances of pupils causing harm to each other will be dealt with under the School's Anti-Bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a pupil towards another (sometimes referred to as child-on-child abuse). This type of abuse can happen both inside and outside of School and online. Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between pupils – sometimes known as 'teenage relationship abuse'
- Physical violence such as hitting, kicking, shaking, biting, choking, hair-pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress. (Upskirting is now a criminal offence.)
- Consensual and non-consensual sharing of nude and/or semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

20.2 It is more likely that girls will be victims and boys perpetrators of child-on-child abuse. Child-on-child abuse also often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at

greater risk of physical gang-related violence and serious youth violence. However, at Hampstead Hill School we acknowledge that girls can be perpetrators too.

20.3 Pupils with Special Educational Needs or Disabilities are particularly vulnerable to child-on-child abuse. Children with disabilities are 3 times more likely to be abused than their peers.

20.4 A child or young person who is (or is perceived to be) lesbian, gay, bisexual or gender questioning may mean that they can be targeted by other children and subjected to harm because of this. This risk can be compounded where such pupils lack a trusted adult with whom they can be open. With this in mind, and in an endeavour to reduce potential barriers, the School provides a number of ways for these children to speak out and share their concerns.

20.5 Whilst sexual harassment and sexual violence are forms of child-on-child abuse to which the comments and measures below concerning awareness, education and reporting apply, their particular nature requires extra commentary, which is provided in section 21.

20.6 Hampstead Hill School has an important role in developing pupils' understanding of what constitutes child-on-child abuse and instilling behavioural norms that minimise the risk of it taking place. With this in mind, staff should be aware of the importance of:

- Not assuming child-on-child abuse is not occurring because known cases are rare when it may in fact be that such abuse is occurring and are simply going unreported by pupils
- Enforcing the School's rules, which are explicit about the high standards of behaviour and courtesy the School expects
- Implementing the Behaviour Policy consistently
- Being clear that sexual violence or sexual harassment is not acceptable, will **never be tolerated** and is not an inevitable part of growing up
- Not tolerating or dismissing any form of child-on-child abuse as 'banter', 'just having a laugh' or 'boys being boys' as this can lead to unacceptable behaviours, an unsafe environment for pupils and a culture that normalises abuse, leading to children being unwilling to report it
- Implementing the School's anti-bullying strategy

Other strategies in place to prevent the occurrence of child-on-child abuse include:

- Providing developmentally appropriate PSHE lessons which develop pupils' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to child-on-child abuse include: respect for others, personal privacy, consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- Having systems in place to for any pupils to raise concerns with staff, knowing that that their concerns will be taken seriously and that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe for those pupils identified as being potentially vulnerable

20.7 If a pupil discloses that they or another pupil has been the victim of child-on-child abuse, the guidance for gathering and recording the information provided in Section 12 of this policy should be followed.

20.8 If an allegation of child-on-child abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria (ie where there is reasonable cause to suspect a pupil is suffering or is likely to suffer significant harm), the case will be referred to the local authority using the procedures set out in this policy.

The School will take advice from children's social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved, including those accused of abuse. Further details on how cases of child-on-child abuse will be managed is contained in Part 5 of KCSIE.

- 20.9 A pupil against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the School's policies on behaviour and sanctions will apply.
- 20.10 If it proves necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. If a pupil's parents are abroad, the pupil's guardian will be asked to support the pupil and to accommodate him or her if they have been suspended.
- 20.11 Both the victim and the perpetrator will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. The DSL, as part of these procedures, will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other pupils at the School) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment, appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children's social services will independently risk assess the situation and any report produced by them will be used to inform and update the School's own risk assessment which, in any event, will be reviewed on a regular basis.

21 Child-on-Child Sexual Violence and Sexual Harassment

- 21.1 Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Behaviour outside the normal range is called harmful sexual behaviour (HSB) because it is harmful to others or the pupil themselves. HSB can occur online and/or face-to-face.

Central to determining whether sexual behaviour between children can be considered harmful is the age and development of those involved. For example, sexual behaviour can be considered harmful if one of the children is much older, particularly if there is more than two years' difference. However, a younger child can abuse an older child if they have power over them, for example, if the older child is disabled or smaller in stature. For some there may be a link between viewing online pornography and subsequent HSB.

HSB can escalate over time. Early intervention when inappropriate behaviour is identified can help prevent problematic, abusive and/or violent behaviour in the future. It should be noted that the majority of young people displaying HSB do not become sexual offenders as adults.

- 21.2 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline and both inside and outside of school. Sexual harassment can take a wide variety of forms:

Due to the nature of our school and the age and developmental stage of our pupils, the likelihood of sexual harassment and violence is low, however, we acknowledge the definitions and indicators of these behaviours.

- Sexual comments, such as: telling sexual stories, making lewd comments or sexualised remarks about a person's clothes or appearance, using sexualised names, sexual jokes or taunting etc
- Physical behaviour, such as deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), pulling down trousers, upskirting, displaying pictures, drawings or photos of a sexual nature
- Online sexual harassment, such as non-consensual sharing of images and videos (nudes and semi-nudes), sharing unwanted explicit content, sexualised online bullying, unwanted sexualised comments and messages, sexual exploitation and coercing others into sharing images of themselves or performing acts they are not comfortable with online

21.3 Sexual violence includes acts such as sexual assault, assault by penetration, rape and causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party). A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act. A child under the age of 13 can never consent to any sexual activity.

21.4 Sexual harassment and sexual violence can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others, both online and offline. Girls, pupils with SEND, and LGBTQ+ pupils are more likely to be victims of these types of abuse. Evidence shows that boys are more likely to be perpetrators and girls to be victims. Young people who are victims of sexual harassment and sexual violence will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

21.5 Pupils may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

21.6 All staff will be trained to manage a report of child-on-child sexual violence and sexual harassment. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the School should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual harassment or sexual violence. Nor should a victim ever be made to feel ashamed for making a report, or their experience minimised. It is also important to emphasise that the law is in place to protect children and young people rather than criminalise them.

21.7 Section 12 of this policy provides general guidance for listening to pupils and record-keeping. Effective safeguarding practice in the context of claims of sexual harassment or sexual violence further requires the following:

- If possible, reports should be managed with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a Deputy).
- Where the report includes an online element, staff should know and follow the [searching, screening and confiscation advice \(for schools\)](#) and [UKCIS advice on sharing nudes and semi-nudes](#). **The key consideration is for staff not to view or forward illegal images of a child.** The UKCIS advice provides more details on what to do when viewing an image is unavoidable. In

some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

- The recognition that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so pupils may not be able to recall all details or timeline of abuse.

21.8 The School will respond appropriately to all reports and concerns about sexual harassment and/or sexual violence both online and offline, including those that have happened outside of the School. The School will ensure an immediate response for reporting and an ongoing response to support pupils. The DSL/DDSL are likely to have a complete safeguarding picture and be the most appropriate people to inform the School's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed*
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed
- The ages and developmental stages of the children involved
- Any power imbalance between the children (eg whether the alleged perpetrator(s) is/are significantly older, more mature and confident)
- Whether the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- If the sexual harassment or sexual violence took place within an intimate relationship between those involved
- The risk of intra familial harms and the need for siblings to be supported following an incident
- Whether there are ongoing risks to the victim, other children, adult pupils or school or School staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

*Note: The victim of sexual harassment or violence may ask the School not to tell anyone but the DSL has to balance the victim's wishes against their duty to protect the victim and other pupils in the School. The general rule of thumb is that if a pupil is either at risk of harm, or is in immediate danger or has been harmed, a referral to local authority social care should be made. Rape, assault by penetration and sexual assaults are crimes and must therefore be reported to the police.

21.9 The DSL will reach a judgement about which of the following four ways is the most appropriate for handing the case:

- Internal management: handled entirely within the School
- Early help: where the pupils concerned do not require referral to statutory services but may benefit from assistance from an external agency
- Local authority children's social care: where a child has been harmed, is at risk of harm, or is in immediate danger
- Report to the police: in addition to the above, where the seriousness of the concern merits it

In all but the first circumstance, how the case is managed will be determined in conjunction with the local authority MASH (Multi Agency Safeguarding Hub) team and/or the police. The School will follow the guidance as set out in detail in KSCIE (2025).

21.10 The School will do all that it reasonably can to protect the anonymity of pupils involved in any report of sexual harassment or sexual violence. Amongst other things, this will mean carefully considering which staff should know about the report and any support that will be put in place for those involved.

21.11 Risk and needs assessments are integral to the management of most cases of sexual harassment and all cases involving sexual violence. These assessments must be formulated on a case-by-case basis and should be conducted **immediately** once an incident comes light rather than waiting for the outcome (or even the start) of a local authority children's social care and/or police investigation. Where sexual violence is alleged to have occurred the risk and needs assessment should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the School, especially any actions that are appropriate to protect them from the alleged perpetrators
- The time and location of the incident, and any action required to make the location safer

Risk assessments will be recorded in writing and kept under regular review by the DSL to ensure the risk mitigation measures that have been put in place are effective and reflect changing circumstances. It is highly likely that these risk assessments will be informed by assessments made by social workers and/or sexual violence specialists.

21.12 Where a report has been made to the police, the School will seek their advice and agree what information can be disclosed to staff and others, in particular, the alleged perpetrators and their parents. Central to this discussion will how the victim can best be protected. Thereafter the DSL will continue to work closely with the police (and any other agencies as required) and keep up to date with how any investigation is progressing. The fact that another body is investigating or has investigated an incident does not necessarily prevent the School from coming to its own conclusion, on the balance of probabilities, and imposing a sanction accordingly. However, the School will consider if, by taking any action, an external investigation and/or any subsequent prosecution could be compromised. There may also be circumstances in which it would be unreasonable or irrational to reach its own view about what has occurred while an independent investigation is ongoing. The School will be guided by the police and/or local authority children's social care when making this decision.

21.13 Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Where pupils have a health need arising from sexual assault or abuse, the School will assist them in gaining access to suitable specialist support services.

21.14 If a report of sexual violence or sexual harassment is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if disciplinary action should be taken against the pupil who made the allegation and/or whether a referral to local authority children's social care is appropriate.

22 Other Safeguarding Arrangements

22.1 Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. Sian Hoskins is the HHS Senior Mental Health Lead.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL, who may in turn contact an appropriate external agency. Further details are provided in the School's Mental Health and Wellbeing Policy.

22.2 Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Directors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

Directors ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility including information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL will maintain details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child. The Virtual School Head will be responsible for promoting the educational achievement of children in kinship care.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

22.3 Teaching pupils to keep themselves safe

The School has an important role to play in preventative education to prepare pupils for life in modern Britain and to create a culture of zero tolerance towards behaviours such as sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This culture is underpinned by the School's behaviour policy and pastoral support systems.

The framework for educating pupils about these and other issues pertaining to wellbeing is provided by the statutory guidance Relationships Education, Relationships and Sex Education and Health Education (2019). This guidance requires the following topics to be taught in age- and developmentally-appropriate ways: healthy and respectful relationships, boundaries and consent,

being safe, caring friendships, respectful relationships, online relationships, privacy, and families/people who care about the pupil.

The principal means by which these topics are covered is via regular timetabled PSHE lessons but this provision is reinforced, where appropriate, in lessons for other subjects, assemblies, and in individual pastoral meetings with class Teachers, Heads of Years or the School's Emotional Literacy Support Assistants. Staff are also aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation in-line with the School's Prevent Policy and action plan. Displays are located around the school that showcase and emphasise the fundamental British values. Further, pupils discuss these values, and have opportunities to engage with them, during their PSHE lessons, school council, and assembly. Pupils are specifically taught how to identify risks and how to modify behaviour to mitigate these risks.

22.4 Online safety

The widespread use of digital communications technologies, such as personal mobile devices and the internet, presents pupils with a host of opportunities for learning, participation, creativity and self-expression. At the same time, it allows them to access and transmit harmful content along with being a means to harass and bully their peers. The School recognises that some pupils, could potentially use digital devices to bully, control or harass others, or view harmful content. The leadership team and relevant staff members have an awareness of the online safety provisions in place, how to effectively review them, and how to escalate concerns when identified.

Many children now have unrestricted access to the internet, which some of them may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share harmful content. Hampstead Hill School employs a range of strategies to promote an understanding of online risks and to discourage misuse:

- Exploring e-safety in detail via the curriculum and pastoral events
- Ensuring systems are in place to facilitate early disclosure of potentially harmful online incidents
- Providing information to parents about how the school uses filters and monitors online use and, more generally, to promote understanding of the varied and evolving nature of online risks
- Informing pupils (and their parents) of the online activity that will be expected of them as members of the school: the websites they will be expected to access (eg, CPOMS); and how and with whom they will interact online
- Deterrence through the use of robust sanctions against those found to have abused others online

HHS teaches children to keep themselves safe, including online and when accessing remote learning.

In our policies and guidance for pupils, we follow the "4Cs" classification of areas of risk regarding online safety:

1. **Content:** Being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
2. **Contact:** Being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

3. **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
4. **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

22.5 Remote Education

When communicating with parents, staff will reiterate the importance of children being safe online. We aim to help parents understand what systems we use to filter and monitor online use. Parents should be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who and what their child will be interacting with online.

22.6 Filtering and Monitoring

All staff have a responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn. Directors should be doing all that they reasonably can to limit children's exposure to the above risks from the school IT system. As part of this process, Directors ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. When monitoring systems, Directors consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Per the DfE's filtering and monitoring standards, HHS:

- Has identified and assigned roles and responsibilities to manage filtering and monitoring systems.
- Reviews filtering and monitoring provision at least annually.
- Blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
- Has effective monitoring strategies in place that meet our safeguarding needs.
- Use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards

22.7 Mobile phones and cameras

Pupils of Hampstead Hill School are not allowed to bring any mobile devices on to the School's site. Mobile phones should not be used by staff when supervising or teaching pupils, including in the Early Years. Images of pupils must not be taken or stored on any personal mobile phone. The School provides iPads for taking photographs when necessary. No personal devices will be used to photograph children.

Photographs and videos are taken of pupils by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the School website and newsletter. Written permission is obtained on the pupil registration form and this also indicates the level of consent, including where images may be used (personal records only or personal records and on the School website and in School publications). The DSL will ensure that all staff are aware of the names of pupils who may not be photographed or where there is limited consent. Images of pupils on the website will not be named. Images may only be captured on School cameras and the images may only be stored on those cameras and on the School's password-protected computers. Once images have been

transferred from a camera onto a computer the images should be deleted from the camera immediately. Images must not under any circumstances be transmitted by staff to other individuals over the internet.

When taking photographs or recording video footage, staff should have regard to the following guidance:

- All pupils must be appropriately dressed
- Images that only show a single pupil with no surrounding context should be avoided: photographs of three or four pupils are more likely to include the learning context
- Use photographs that represent the diversity of pupils participating
- Do not use images that are likely to cause distress, upset or embarrassment
- Do not use images of a pupil who is considered vulnerable, unless a parent has given specific written permission

Parents should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. Staff should monitor the use of cameras at these events and ask anyone behaving inappropriately to desist from using them.

The contents of this section applies to the whole of Hampstead Hill School. This includes our EYFS, KS1 and KS2 settings.

22.8 Risk assessment

The School recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole School, to specific curricular or extra-curricular activities that have hazards associated with them, or to individual pupils or staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the School's Risk Assessment Policy.

22.9 Staff recruitment

The School is committed to safer recruitment processes. Members of teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches are subject to the background checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE (2025). For most appointments, an enhanced DBS check with 'barred list' information will be required. At least one member of any staff recruitment panel will have had Safer Recruitment training. The School's separate Safer Recruitment Policy contains further details about how the process of staff recruitment is conducted.

22.10 Children missing education procedures

All staff are aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. Further, staff are aware that children missing education is different than children absent from education. The School has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the Local Authority any pupil who is missing from School for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

The School has a legal duty to inform the Local Authority if a pupil is to be removed from the roll at a non-standard transition point; ie, where a compulsory school-aged pupil leaves the School before

completing the School's final year. When this notification is made the following information has to be provided by the School: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil's destination School and expected start date; and the reason why the pupil is leaving the School.

The School is also legally required to notify the Local Authority within five days of adding a pupil's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent the pupil normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone number at which the parent can be contacted in an emergency*; date of birth; name and address of last School attended (if any); and details of whether they are a boarder or a day pupil.

**Note: It is the School's policy to hold more than one emergency contact number for each pupil.*

Elective home education can mean that some children are not in receipt of suitable education. Many home educated children have a positive learning experience. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, local authorities, schools, and other key professionals should work together to coordinate a meeting with parents/carers where possible.

22.11 The Prevent Duty

All Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard" to the need to prevent people from becoming terrorists or supporting terrorism. This duty is known as the Prevent duty. There are four specific elements to Hampstead Hill School's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Risk assessment – working with the Local Authority, who provide contextual information about the area, the School assesses the risk of pupils becoming terrorists or supporting terrorism, including extremist ideologies
- Working in partnership – liaising closely with the LSCP to ensure pupils requiring support are referred at a suitably early stage
- Staff training – enabling staff to identify pupils at risk of becoming terrorists or supporting terrorism and to challenge extremist ideas
- IT policies – to provide guidance to pupils as to how to stay safe online (see the School's Acceptable Use Policy) and set out the filtering and monitoring mechanisms in place.

Hampstead Hill School's Prevent Policy contains further details about how the School fulfils the statutory requirements imposed by the Prevent Duty.

22.12 Visiting speakers

Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the Headteacher in order that they may carry out a vetting procedure. The event organiser will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed. Any material shared with the children must be reviewed prior to the speaker arriving in order to ensure it does not contain extremist views that risk drawing people into terrorism or are shared by terrorist groups.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School's SCR.

22.13 Confidentiality and information sharing

The School will keep all child-protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with police and children's social services to ensure that all relevant information is shared for the purposes of child-protection investigations.

Where a pupil who is subject to a child-protection plan is moving to another school, the DSL will ensure their child-protection file is securely transferred as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school to have support in place when the child arrives. This file will be transferred separately from the main pupil file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a pupil leaving: for example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the pupil arrives. Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their education. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff and Governors should use the DfE's Data Protection Guidance for Schools to comply with data protection law, develop data policies and processes, know what staff and pupil data to keep and follow good practices in preventing personal data breaches.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis.

22.14 Whistleblowing

All staff are required to report to the Headteacher any concerns about:

- Poor or unsafe safeguarding practices at the School
- Potential failures by the School or its staff to properly safeguard the welfare of pupils
- Other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils

If the member of staff feels unable to raise their concern with the Headteacher (or a member of SLT) or if they believe any concern has not been dealt with, they should contact a Governor. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see section 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action), provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

22.15 School premises, security and visitors

- The School will take all practicable steps to ensure that all School buildings are as secure as circumstances permit. The School buildings have CCTV cameras at their main entrances and

other locations. Staff need to use their staff cards or building codes to gain access to School buildings.

- All staff are identified by photo ID cards worn at all times during School-related activities and duties. An electronic Visitors' Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the School's premises.

22.16 Use of School premises for non-school activities

The Trust rents out St. Stephen's Hall to organisations, both during term time and the holidays. Where activities and courses are provided by another organisation, the School will seek reassurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed), regardless of whether the pupils who make use of these services or activities are on the School roll. This requirement forms part of any lease or hire agreement made with third parties and failure to comply with this will lead to the termination of the contract or agreement.

22.17 Monitoring this Policy

- Any child protection incidents at the school will be followed by a review of the safeguarding procedures in the school and a report to the Directors. Where an incident involves a member of staff, the LADO will be asked to assist in this review, to determine whether any improvements can be made to the school's procedures. The DSL will monitor the content and operation of this policy and present an annual report to the Board of Governors
- The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present a monthly report to the Governors, as part of the Headteacher's Report.
- The Nominated Director of Safeguarding will undertake an annual review of this policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. The Governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
- Decisions, actions and policies will regularly be reviewed to reflect lessons learnt and identify potential wider cultural issues within the school that may have enabled inappropriate behaviour to occur.

Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

22. Links With Other Policies and Documents

- Anti-Bullying Policy
- Health and Safety Policy
- Educational Visits Policy
- Safer Recruitment Policy
- Staff Code of Conduct – inclusive of Low-Level Concerns
- Behaviour Policy



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- Online Safety Policy
- Acceptable Use Policy
- Whistleblowing Policy
- Supervision Policy
- Missing Child Policy
- Mental Health and Wellbeing Policy
- Prevent Duty Policy and Action Plan
- Relationships and Sex Education Policy

Appendix 1: Other Types of Abuse

- **Child abduction and community safety incidents:** child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. The most common form of abduction is by a parent or family member and often occurs in the wake of an acrimonious separation or divorce where there is a dispute over custody arrangements. Abduction by strangers is much rarer. There are a variety of reasons why strangers abduct children, including:
 - Sexual interest in the child by the offender
 - Offender's desire to control, dominate, and cause harm to the child and /or a child's family
 - Emotional/mental health issues
 - Financial motives where the abductor intends to profit from the abduction by demanding a ransom or by trafficking the child (see sections on child sex exploitation, child criminal exploitation and modern slavery below)

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

- **Children missing from education:** all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education can act as a vital warning sign of a range of safeguarding possibilities. These include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM), 'honour'-based abuse or risk of forced marriage. The School will report to the Local Authority instances of prolonged unauthorised absence or a pupil being removed from the School roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the School will be proactive in terms of providing support to both the parents and the pupil.
- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** Both CCE and CSE are forms of abuse that occur when 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. This may involve (a) an exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or threat of violence. An imbalance of power is commonly associated with age difference, but it can also be due to a range of other factors including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic and other resources.

Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. More detailed definitions of CCE and CSE are given below:

- **CSE** 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. CSE can be a one-off occurrence or a series of incidents over time and range from

opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or the threat of violence. The victim (male or female) may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (eg through others copying videos or images they have created and posted on social media).

- **CCE** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or being forced or manipulated into threatening/committing serious violence to others.
- **County lines:** "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten the abduction of and/or serious violence towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered (via the National Referral Mechanism) alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Staff should be aware of children who go missing from school or home and are subsequently found in areas away from their own or children who have been the perpetrator or alleged perpetrator of serious violence as well as the victim.
- **Children and the court system:** Children are sometimes required to give evidence either as witnesses in the criminal courts or as part of family court procedure. This can be stressful and may reflect existing conflict and difficulties in the family. Staff members should be aware that any child who is involved in the court process may be at risk of a particular safeguarding issue. The Ministry of Justice has produced age-appropriate guides for children who may have to give evidence in the criminal courts.
- **Children with family members in prison:** Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children.
- **Cybercrime.** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal ‘hacking’)
- Denial of Service (DoS) or Distributed Denial of Service (DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
 - Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence
- Children with skill and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring them to the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- **Domestic abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents involving: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour, economic abuse; psychological, emotional or other abuse. For the definition to apply, both parties must be aged 16 or over and personally connected. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status sexuality or background. Domestic violence can take place inside or outside the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members including where they see, hear or experience its effects. Exposure to domestic abuse and/or violence can have a serious, long lasting impact on children’s health, wellbeing, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

When young people experience domestic abuse within their own intimate relationships, this is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators offered support.

- **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a young person’s welfare. The DSL and deputies are aware of both contact details and referral routes in to the Local housing Authority so that they can raise and/or progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property. In most cases school staff will be considering homelessness in the context of children who live with their families and intervention will be on that basis. However, it should be recognised that some 16- and 17-year-olds may be living independently (for example, having being excluded from the family home) and will require a different level of intervention and support. Children’s services will be the lead agency for those young people and the DSL or deputy should ensure appropriate referrals are made based on the pupil’s circumstances.
- **Honour-based abuse (HBA).** So-called ‘honour-based’ abuse (HBA) encompasses 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 wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse, are illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

- **FGM:** 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. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the law requiring teachers to report cases 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 aged under 18. The duty to report resides with the teacher who becomes aware of the case not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

- **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent is where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as ways to coerce a person into marriage. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.
- **Modern slavery:** Modern slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour. Exploitation can take many forms, including, sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. The [modern slavery statutory guidance](#) provides more information on how to identify and support victims.
- **Radicalisation and extremism:** "Radicalisation" is defined as 'the process of a person legitimising support for, or use of, terrorist violence' (KCSIE 2025). "Terrorism" is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. "Extremism" is defined in the Prevent guidance as the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This also includes calling for the death of members of the armed forces. Extremist views may result in terrorist activity. The use of threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are various reasons why a young person might become interested in extremism:

- A search for answers to questions about identity, faith and belonging
- A desire for 'adventure' and excitement

- A desire to enhance self-esteem of the individual and promote 'street cred'

The discovery of, and identification with a charismatic individual and, through them, attraction to a group which can offer a sense of identity, a social network and support

- A sense of grievance that can be triggered by personal experiences of racism or discrimination

The School has a legal duty to have due regard to the need to prevent people from becoming terrorists or supporting terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. 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 terrorist ideology, and learn how to challenge these ideas.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL.

On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to radicalisation into terrorism. It is run in every local authority and addresses all kinds of extremism, including those related to Islamism or the extreme-right. The support provided could include assistance with education or employment, and ideological mentoring to provide individuals with skills to protect themselves from becoming terrorists or supporting terrorism. An individual's engagement with the programme is entirely voluntary at all stages. An individual referred to Channel will be required to provide consent before any support through the programme is provided.

- **Serious violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment, and/or having been involved in criminal activity such as theft or robbery.

- **Sharing nudes and semi-nudes.** The term 'sharing nudes and semi-nudes' refers to the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. It is also known by the names 'youth-produced sexual imagery' or 'sexting'. While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and **record** their lives, there are risks associated with the production and distribution of sexual and explicit images both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's wellbeing if images are shared more widely than they originally intended.

Creating and sharing sexual photos and videos of under-18s is illegal. Also, consensual and non-consensual sharing of nude or semi-nude images and/or videos can be an indicator that children are at risk. Consequently, a member of the DSL team should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

- Has created and shared sexual imagery of themselves with a peer under the age of 18
- Has shared sexual imagery created by another person under the age of 18 with another person
- Is in possession of sexual imagery created by another person under the age of 18

Management of an incident. Any direct disclosure by a pupil should be taken seriously. Pupils who make such disclosures are likely to be embarrassed and worried about the consequences. Typically, they will have tried to handle the problem themselves and they will consider notifying a member of staff as a last resort. Given the potential seriousness of the situation, the DSL must be informed as soon as possible. The DSL will conduct an initial review, which will include meeting relevant staff and the pupils, to consider:

- Whether there is an immediate risk to any child or young person
- If a referral should be made to the police and/or local authority children's social care
- If it is necessary to view the image(s) in order to safeguard the pupil – **in most cases, images or videos should not be viewed**
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms
- Whether immediate action should be taken to delete or remove images or videos from devices or online services or to confiscate the device used (if possible)
- Any relevant facts about the pupil involved which would influence the DSL's risk assessment
- Whether to inform the parents or whether involving them would put young person at risk of harm

Viewing the Imagery. Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. If a device is confiscated, it should be turned off and locked away securely until it is passed on to the DSL or an external agency such as the police. Staff must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so. The decision to view any imagery should be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to those involved. The DSL must further be satisfied that it is the only way to make a decision about whether to involve other agencies, i.e. that it is necessary (i) to contact a reporting agency (such as the [IWF](#)) to have it taken down; or (ii) to support the pupil or parent in making a report; or (iii) or that is unavoidable because the pupil has shown it directly to a staff member or because the imagery has been found on School equipment. Along with our own Safeguarding and Child Protection procedures, the School will follow the advice given in [Sharing nudes and semi nudes: advice for education settings working with children and young people \(December 2020\)](#).

Referral. Once the DSL has sufficient information, a decision will be taken over whether the matter should be dealt with internally or referred to local authority children's social care and/or the police. The DSL will be informed by the need to ensure the welfare and protection of the pupil. Records will be kept of the information available and the rationale for any decisions taken.

A referral will always be made to children's social care and/or the police immediately if:

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- the incident involves an adult.
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent
- what you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- you have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, they are presenting as suicidal or self-harming).

Support. It is vital that continuing support be given to the pupil so that they know they are not alone. Pupils must be advised on how to report sexual images or videos, how to get them taken down and how to delete them from their accounts. Pupils must also be made aware of the importance of not sharing the image further. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the child or young person. Pupils can use the [IWF](#) and [Childline's Report Remove tool](#) to report images and videos they are worried have been, or might be, shared publicly.

Deletion of imagery. If the School decides that other agencies do not need to be involved, then consideration should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing. In most cases, pupils should be asked to delete the imagery and to confirm that they have deleted them. Any decision to search a pupil's device and delete imagery should be based on the professional judgement of the DSL.

Recording incidents. All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to the police or to local authority children's social care and those that have not been reported. Copies of imagery should not be taken.

Appendix 2: Further Information on Signs of Abuse

Physical abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument • Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks • Scald marks: immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks, which may suggest hot water has been thrown over a child • Human bite marks • Broken bones 	<ul style="list-style-type: none"> • Behavioural extremes (withdrawal, aggression or depression) • Unbelievable or inconsistent explanations of injuries • Fear of parents being contacted • Flinching when approached or touched • Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Eating disorders, including obesity or anorexia • Speech disorders (stammering) • Nervous disorders (rashes, hives, facial tics, stomach aches) 	<ul style="list-style-type: none"> • Fear of parent being approached • Fear of making mistakes • Developmental delay in terms of emotional progress • Cruel behaviour towards children, adults or animals • Self-harm • Behavioural extremes, such as overly compliant/demanding, withdrawn/aggressive, listless/excitable

Sexual abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Torn, stained or bloody underclothes • Pain or itching in genital area • Bruises or bleeding near genital area or anus • Sexually transmitted infections • Pregnancy • Discomfort when walking or sitting down 	<ul style="list-style-type: none"> • Self-harm • Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level • Sudden or unexplained changes in behaviour • Avoidance of undressing or wearing extra layers of clothing • Truancy

	<ul style="list-style-type: none"> • Regressive behaviours (bed-wetting or fear of dark)
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Neglect

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Height and weight significantly below age level • Poor hygiene (lice, body odour etc) • Inappropriate clothing for weather conditions • Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) • Constant hunger, sometimes stealing food from others 	<ul style="list-style-type: none"> • Erratic attendance at School • Chronic hunger or tiredness • Having few friends • Assuming adult responsibilities

Child sexual exploitation

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Tiredness or mood swings • Bruising • Sexually transmitted diseases • Pregnancy 	<ul style="list-style-type: none"> • Sudden decline in School performance, punctuality, attendance • In possession of expensive goods • Going to place they cannot afford • Age-inappropriate clothing • Inappropriate sexualised behaviour • Secretive • Deterioration in mental wellbeing • Mixing with older people • Misuse of drugs and alcohol

Child criminal exploitation and county lines

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • <i>See sections on physical and sexual abuse</i> • Carrying weapons • Have been the victim or perpetrator of serious violence (eg knife crime) • Exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection • Found in accommodation that they have no connection with, often called a 'trap house' or 	<ul style="list-style-type: none"> • Self-harming • Persistently going missing from School or home and/or being found out of area • Deterioration in mental wellbeing • Unexplained acquisition of money, clothes or mobile phones • Excessive receipt of texts/phone calls and/or having multiple handsets

<p>cuckooing’ or hotel room where there is drug activity; owe a ‘debt bond’ to their exploiters</p> <ul style="list-style-type: none"> • Have their bank accounts used to facilitate drug dealing 	<ul style="list-style-type: none"> • Relationships with controlling older individuals or groups • Significant decline in School performance • Gang association or isolation from peers or social networks • Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
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Female genital mutilation

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Difficulty walking, sitting or standing • Bladder or menstrual problems • Severe pain and bleeding • Infections such as tetanus, HIV and hepatitis B and C 	<ul style="list-style-type: none"> • Abroad for a prolonged period • Unusual behaviour after a period of absence • May talk of a ‘special procedure’ or ‘special occasion to become a woman’ • Spending longer periods in the bathroom • Reluctance to undergo normal medical examinations

Forced marriage

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Cut or shaved hair as a form of punishment for being disobedient 	<ul style="list-style-type: none"> • Absence from School • Failure to return from visit to country of origin • Self-harm or attempted suicide • Running away from home • Early marriage of siblings • Sudden announcement of engagement to a stranger

Grooming

Physical signs	Behavioural signs
<p>See section on sexual abuse</p>	<ul style="list-style-type: none"> • Spending increasingly prolonged time online • Having older boyfriends or girlfriends • Secretiveness about who they are talking to online and what sites they visit • Possession of electronic devices such as mobile phones or webcams that parents have not provided

	<ul style="list-style-type: none"> • Engaging less with their usual friends • Using sexual language that you would not expect them to know • Going to unusual places to meet people • Using drugs and/or alcohol • Going missing from home or School
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Radicalisation

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Out of character changes in dress, behaviour, and peer relationships 	<ul style="list-style-type: none"> • Showing sympathy for extremist causes • Glorifying violence • Evidence of possessing illegal or extremist literature • A sudden disrespectful attitude towards others • Unwilling to engage with or being abusive to pupils who are different • Increased secretiveness, especially in relation to internet use eg changing online identity or having more than one online identity • Unwillingness or inability to discuss their views • Increasingly judgemental or argumentative • Feeling persecuted • Embracing conspiracy theories • Advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-proscribed extremist groups such as the English Defence League

Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping Children Safe in Education September 2025)

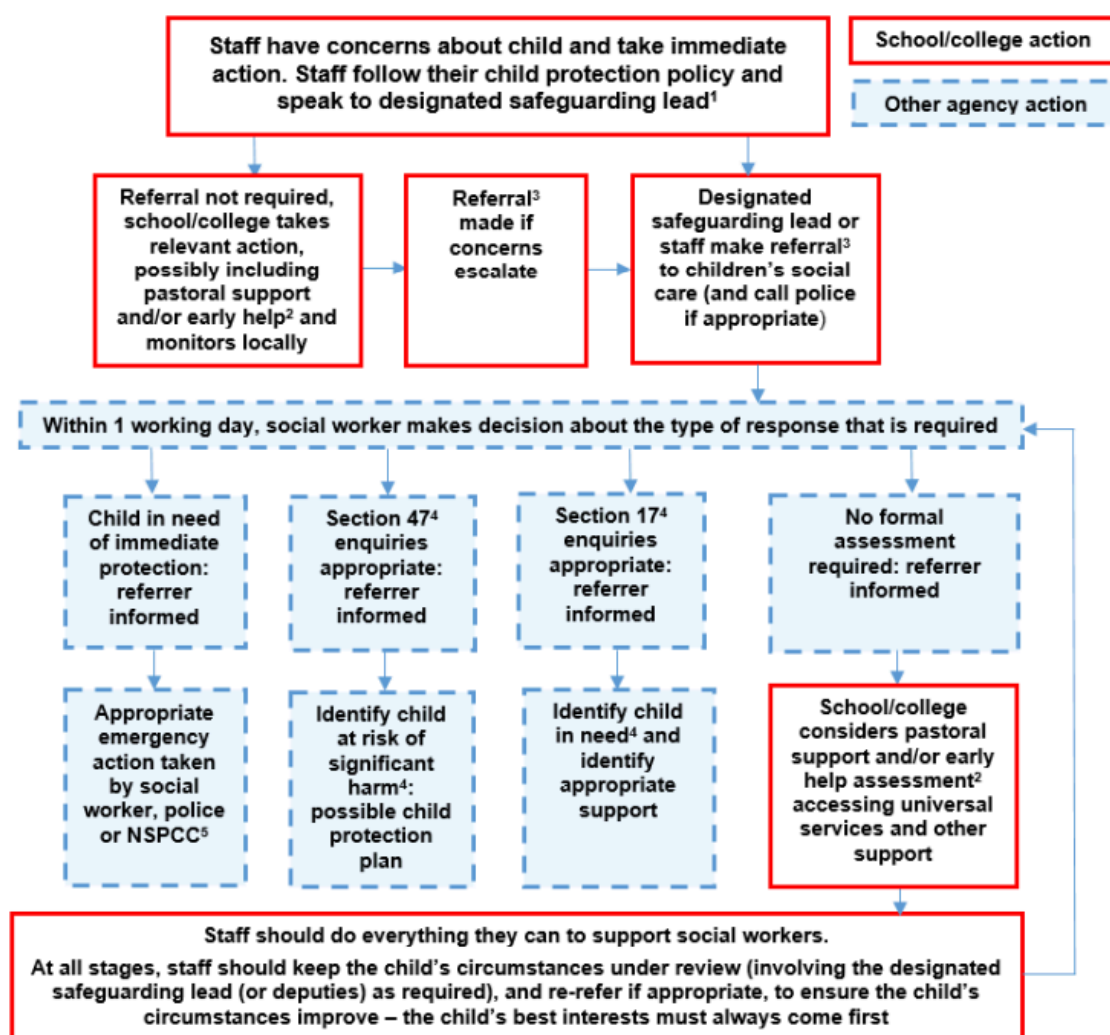
- [bullying, including cyberbullying](#)
- [children missing education](#)
- [child missing from home or care](#)
- [child sexual exploitation](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)



Respect. Kindness. Community. Curiosity. Conservation.

- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

Appendix 3: Actions Where There Are Concerns About a Child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

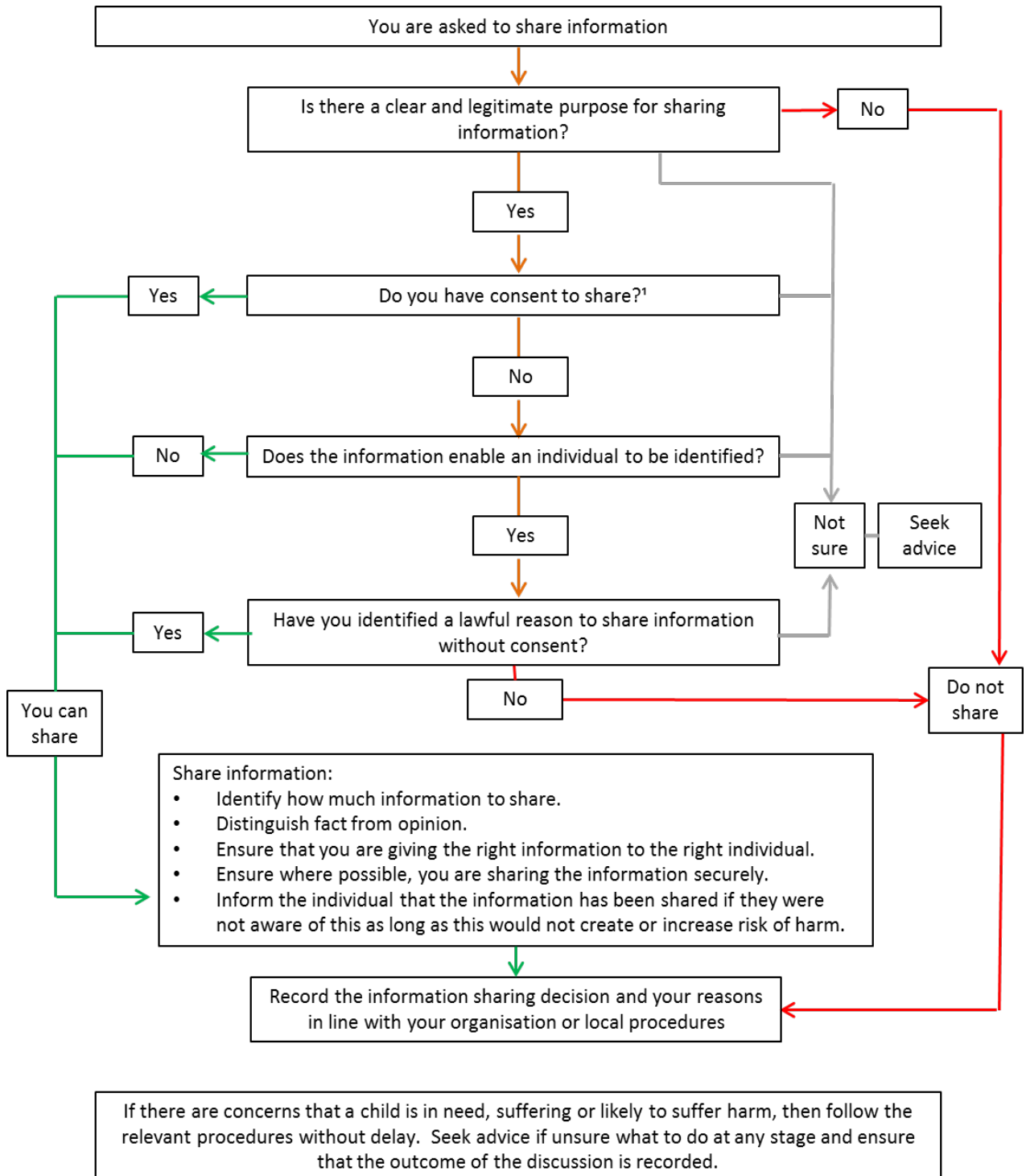
² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 4: Flowchart of When and How to Share Information



Appendix 5: DSL Job Description

<p>Summary of the role</p>	<ul style="list-style-type: none"> • To take lead responsibility for safeguarding and child protection (including online safety) occurring at the School and to support all other staff in dealing with any child welfare and child protection concerns that arise • To provide advice and support to other staff on matters of child welfare, safeguarding and child protection • To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of pupils • To promote and safeguard the welfare of pupils in the School • Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSL), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated
<p>Main duties and responsibilities</p>	<p>Further specifics:</p>
<p>Availability</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • Ensure during term time that you or a Deputy will always be available during School hours (8am – 6pm) to discuss any safeguarding concerns • Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities • Availability in exceptional circumstances could include video calls such as Microsoft Teams
<p>Managing referrals</p>	<p>You are expected to refer cases:</p> <ul style="list-style-type: none"> • Of suspected abuse, neglect and exploitation of any pupil at the School to the local authority children's social care and support staff who make referrals to local authority children's social care • To the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme • Where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS) • Where a crime has been committed to the Police
<p>Working with others</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • Act as a source of support, advice and expertise for all staff • Act as a point of contact with the three safeguarding partners: the local authority, Camden; the clinical commissioning group; and the Police

	<ul style="list-style-type: none"> • Liaise with the Headteacher to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations • Ensure that an ‘appropriate adult’ is present if a pupil is being questioned or detained by the police • As required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child-protection concerns in cases which concern a staff member • Liaise with staff (especially tutors, pastoral support staff, IT staff, First Aiders, counsellors and the named persons with oversight for SEND) on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically; • understand and oversee online safety practices and procedures, including the online filtering and monitoring framework, the online safety curriculum, online safety searches, whole-school practices which promote online safety, and implementation of IT software to promote safeguarding and to further delegate responsibilities to relevant staff members; • Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances • Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the School. This includes: <ul style="list-style-type: none"> ○ Ensuring that the School knows who its cohort of children are who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort ○ Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
<p>Information sharing and managing the</p>	<p>You are expected to:</p>

<p>child protection files</p>	<ul style="list-style-type: none"> • Ensure that child protection files are kept up to date. • Ensure that information is kept confidential and stored securely. • Ensure that records include: <ul style="list-style-type: none"> ○ A clear and comprehensive summary of the concern ○ Details of how the concern was followed up and resolved ○ A note of any action taken, decisions reached and the outcome • Ensure that files are only accessed by those who need to see them and that where the file or content within it is shared, this happens in line with information-sharing advice, as set out in Part 1 and Part 2 of KSCIE. • Ensure, when a pupil leaves the School, that: <ul style="list-style-type: none"> ○ Their child protection file is transferred to the new school or School as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term) ○ Their child protection file is transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or School • Consider whether it is appropriate to share any information with the new school or School in advance of the pupil leaving.
<p>Raising awareness</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • Ensure each member of staff has access to, and understands, the School's safeguarding policy and procedures, especially new and part-time staff • Ensure the School's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this • Ensure the safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the School in this • Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements • Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and School leadership staff
<p>Training, knowledge and skills</p>	<p>You are expected to ensure your child protection training and that of the DDSL is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two</p>

	<p>years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:</p> <ul style="list-style-type: none">• Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local-authority children’s social care referral arrangements• Have a working knowledge of how local authorities conduct a child-protection case conference and a child-protection review conference and be able to attend and contribute to these effectively when required to do so• Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children• Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in response to this in promoting educational outcomes• Are alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND), those with relevant health conditions and young carers• Understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners• Understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation• Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School• Can recognise the additional risks that children with SEN and disabilities (SEND) face online (for example, from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online• Obtain access to resources and attend any relevant or refresher training courses
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	<ul style="list-style-type: none"> • Encourage a culture among all staff of listening to pupils and taking account of their wishes and feelings, in any measures the School may put in place to protect them
Providing support to staff	<p>Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child-protection matters. This includes, specifically, to:</p> <ul style="list-style-type: none"> • Ensure that staff are supported during the referrals processes • Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
Understanding the views of children	<p>It is important that all children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:</p> <ul style="list-style-type: none"> • Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the School may put in place to protect them • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
Holding and sharing information.	<p>The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE, and therefore members of the DSL team should:</p> <ul style="list-style-type: none"> • Understand the importance of information sharing, both within the School, and with other schools and Schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners • Understand relevant data-protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation • Be able to keep detailed, accurate, secure written records of concerns, discussions, decisions and referrals including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

Appendix 6: Brook Traffic Light Tool

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL



Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 29/10/2014 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Appendix 7: Operation Encompass

At Hampstead Hill School we are working in partnership with the Metropolitan Police to identify and provide appropriate support to pupils who have experienced domestic violence in their household, this scheme is called **Operation Encompass**.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the Police and Schools. The aim of sharing information with local schools is to allow "Key Adults" (normally the Designated Safeguarding Lead), the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Metropolitan Police will share information of domestic incidents where one of our pupils has been present, with the Key Adult. On receipt of any information, the Key Adult will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with General Data Protection Regulations (GDPR). We will record this information and store this in accordance with the record keeping procedures outlined in these regulations.

The purpose and procedures in Operation Encompass have been shared with all parents and governors. Further information can be found by click on the following link www.operationencompass.org



Appendix 8: The Four Rs

Recognise

Listen, allow the child to talk freely, reassure, explain what will happen next, take accurate notes of incident/concerns



Report

To the DSL or a DDSL in her absence



Record

Transfer details to CPOMS as soon as possible after reporting to the DSL



Refer

A decision on whether or not to refer a pupil to CSSW should be made by the Designated Safeguarding Lead or their Deputy following a discussion with a member of staff who has raised concerns