



Safeguarding and Child Protection Policy

2024/25

Policy Review and Update:

Reviewed and updated Sept 2024 (in line with KCSIE 2024)

HH Safeguarding and Child Protection Policy 2024/25**School:** Harrington Hill Primary School**Executive Headteacher:** Geraldine Fitzmaurice**Head of school:** Rebecca Kennedy**Designated Safeguarding Lead:** Pete Brodie**Deputy Designated Safeguarding Leads:** Rebecca Kennedy
Geraldine Fitzmaurice**Safeguarding Leads (After School Club):** Elaine Vuong
Millie Ince**Nominated Safeguarding Governor:** David Oliver/Simon Brandon*****Allegations Designated Person:** Rebecca Kennedy (Head of School)

*** Allegations made against the Head of School, are managed by the Executive Headteacher (See school's Whistleblowing Policy)

*** Allegations made against the Executive Headteacher are managed by the Chair of Governors (See school's Whistleblowing Policy)

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Introduction

Everyone at Harrington Hill Primary school who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children.

Our school staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our school will work with Children and Families Service, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

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

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2024\)](#), [Working Together to Safeguard Children \(2024\)](#) and [London Child Protection Procedures \(7th Edition\)](#).

This policy must also be read alongside other key school policies - such as Wellbeing and Behaviour Policy; Anti-Bullying Policy, Special Educational Needs and Disabilities Policy, Inclusion Policy, Whistleblowing Policy and the Staff Code of Conduct.

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

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

Our School's Commitment

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

Safeguarding and promoting the welfare of children is defined as:

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

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

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk (including child on child harm), or with a special educational need or disability;
- Some children may live in households where parental issues such as domestic violence, mental health needs or substance misuse impact the level or nature of care they receive;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff may be made, however careful and safe our recruitment practices.

Our Approach to Safeguarding Children

Harrington Hill Primary school will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their experiences and concerns will be taken seriously.

The DSL/Deputy DSL(s) will always be available during the school day to discuss any safeguarding concerns. All DSLs will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

Roles and Responsibilities

All staff, agency staff, volunteers and contractors will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns, read [Part 1 of Keeping Child Safe in Education \(2024\)](#)

Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the [7th Edition of the London Child Protection Procedures](#)

and the statutory guidance [Keeping Children Safe in Education 2024](#) for dealing with allegations of abuse against staff and volunteers;

- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the school;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- Comply with the City and Hackney Safeguarding Children Partnership auditing requirements;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head of School;
- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals;
- All Governors undertake mandatory safeguarding training;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

Our Head of School will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including exploitation;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils, the attendance initial child protection conferences, core group and other necessary meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy;
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A senior manager is appointed to deal with allegations against staff in the absence of the Head of School.

Our Designated Safeguarding Lead(s) will:

Referrals

- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse or allegations to Children and Families Service and maintain a record of all referrals;
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings as appropriate;
- Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible;
- Keep detailed, accurate and securely stored written or electronic records (using My Concern).

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children and Families Service;
- Have knowledge of the [CHSCP Dispute Resolution Policy](#), the [Local Authority Designated Officer](#) (LADO) role, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy and that they are able to record concerns accurately (using My Concern);
- Ensure that all staff have induction safeguarding training and receive regular updates;
- Access resources and attend any relevant or refresher training courses at least every two years

Raising Awareness

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

Supporting Children and Working in Partnership with Parents

Our school will work openly and collaboratively with parents/carers and seek consent (where possible) when sharing information with other agencies. We will inform parents/carers of our responsibilities to safeguard their children. We will make this policy available via our website and provide additional safeguarding information via our newsletter and parents/carers workshops.

- Harrington Hill Primary school recognises that children's welfare is paramount. Good safeguarding and child protection practice and securing good outcomes for children relies on a positive working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals to Children and Families Service without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- We will rely on the MASH Consultation Line, when necessary, to inform our decision making regarding seeking consent from parents/carers and seeking consent to share information;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties;
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child(ren); with the principle that those working closely with children will need to know more;
- Staff will not be enabled to further share this information without the expressed permission of the DSL.

Information about Safeguarding for Pupils

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

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

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

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

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

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

Definitions and Indicators of Abuse

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

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

Sexual Abuse Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

All staff must read and follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education 2024 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation, although seeking clarification from children and young people is encouraged. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

All School Staff must Immediately Report

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

Responding to Disclosure

Disclosures or information that a child has been harmed or is at risk may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language on My Concern.

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

All staff will:

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

Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2024\)](#), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The school will ensure:

- Information is shared with Children and Families Service MASH and/or Police where the child/young person is or may be at risk of, or experiencing, significant harm;
- Pupil's and/or parent's/carer's confidentiality is respected;

- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure;
- Information regarding Safeguarding and Child Protection is stored centrally and confidentially (using My Concern).

Pupil Information

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

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

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

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

All child protection documents are retained in a 'Child Protection' file (digitally on My Concern), separate from the child's main school file. The main file clearly shows an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Executive Headteacher, Head of School and Designated Safeguarding Leads. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead'.

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Children with special educational needs and disabilities can be more vulnerable to extra-familial risks and exploitation, including online.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

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

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

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Have an immediate consultation with [Hackney Children and Family Services' Multi-Agency Safeguarding Hub \(MASH\)](#) (or the Children's Social Care team where the child is resident) if there has been a disclosure and/or allegation of abuse, including child on child harm, or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of Children and Families Service's Multi-Agency Safeguarding Hub (MASH) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' MASH (or children's social care in the borough the child resides), decide:

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

OR

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Hackney Children and Family Services MASH for children living in Hackney needs to be completed using the [Multi-agency Request for Support Form](#). For children living outside Hackney the local authority where the child is resident will be contacted.

Action following a Safeguarding Referral

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

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

Dealing with Disagreements and Dispute Resolution

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

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

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

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

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

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

- Contact the line manager in Children and Families Service (MASH) if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing;

- Contact the line manager in Children and Families Service if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- Use the [CHSCP Dispute Resolution Policy](#) if this does not resolve the concern.

Safer Recruitment and Selection

Harrington Hill Primary school pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2024\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

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

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

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

Safe Practice

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

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;

- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- All staff and volunteers should following guidance in the school's Safe Touch Policy (see Appendix A)

Positive Handling

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

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

School Training and Staff Induction

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

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

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

Support, Advice and Guidance for Staff

Staff will be supported by **Pete Brodie (DSL) and the Safeguarding Team**. The DSL will be supported by **Rebecca Kennedy, Head of School**.

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

If you are not sure whether or not to make a safeguarding referral you can contact the Children and Family Services' Multi-Agency Safeguarding Hub (MASH) to discuss your concerns on **020 8356 5500** during office hours and **020 8356 2710** out of hours.

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

[Keeping Children Safe in Education \(2024\) – Part Four: Allegations of abuse made against teachers and other staff](#)

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

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

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

Low Level Safeguarding Concerns

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of Harrington Hill Primary are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph. 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 working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Initial Action by person receiving or identifying an allegation or concern

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

Initial Action by the Head of School

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

Subsequent Action by the Head of School (or Executive Headteacher)

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

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

Further Information on Safeguarding Issues

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

Bullying

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

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

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

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

Online Safety

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

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

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

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

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

Filters and monitoring

At Harrington Hill Primary School, the Governing body ensures that there are appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body considers the age range of children at Harrington Hill Primary School, the number of children, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are reviewed annually, or sooner if there are any concerns raised.

Harrington Hill Primary School is part of the London Grid For Learning which provides filtered online broadband content to ensure that inappropriate material cannot be accessed by internet users on site. LGFL uses 'Webscreen' to monitor and to allow TIO/the school to monitor and control or block website access. In addition, the school has Firewalls between our internal network and external internet traffic. Sophos is used to ensure that devices are protected from harmful content and software if used off site.

All on-site internet searches are monitored and in the event of a suspicious or inappropriate search, a report is sent to our IT Technician (currently provided by turn IT on). The IT technician has a duty to report this to the Head of School on a regular basis so that any necessary investigation can be carried out.

The UK Safer Internet Centre has published guidance as to what “appropriate” filtering might look like: [UK Safer Internet Centre](#). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Harrington Hill Primary School also has an Online Safety Policy, which should also be read alongside this policy. Whilst it is essential that the Governing Body ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training:

Governors will ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

There is a wealth of information available to support schools and governors to keep children safe online. Please see the Useful Resources section at the end of this policy.

Photography and Images

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

To protect pupils we will:

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

Children Missing from Education

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

We will refer all cases of concern to the School Attendance Support Team ([SAST](#)) and consult with the Multi-Agency Safeguarding Hub in cases of concern.

When parents inform our school that they wish to 'home educate' their child, our school will inform the School Attendance Support Team ([SAST](#)) who will implement the 'Elective Home Education' procedure. Hackney Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Children who harm others

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

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

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children and Families Service of the victim(s) and perpetrator(s). The school will be mindful that these concerns may sit in contexts unknown to the school that involve extra-familial harms.

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

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

Child on Child Abuse

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

Sexual violence and sexual harassment between children in schools

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

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

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

‘Upskirting’ has now become a criminal offence and therefore requires a safeguarding response if happening in school.

When, we as a school, consider issues of sexual violence and harassment between children we will consult and seek support from our Children and Families Service partners via the MASH.

Child Sexual Exploitation

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

The definition of child sexual exploitation is as follows:

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

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

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

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

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

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

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance](#)

[provided by CHSCP](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Child Criminal Exploitation

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

County Lines

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

Contextual Safeguarding

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

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

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service via the MASH.

The Extra-Familial Risk Panel

Hackney [Extra Familial Risk Panel \(EFRP\)](#) coordinates safeguarding interventions in cases where a child, or a group of children are:

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

If we are concerned about children being significantly harmed outside of their home we will consult with the MASH. We understand that other information, from other service providers may already have been shared and the role of our school is vital to ensure coordinated support.

Domestic Abuse

Behaviour of a person towards another person is “domestic abuse” if:

- the people concerned are each aged 16 or over and are personally connected to each other (partner, ex-partner, family member), and
- the behaviour is abusive

The Domestic Abuse Act 2021 defines behaviour as “abusive” if it consists of any of the following:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse;
- psychological, emotional or other abuse.

It does not matter whether the behaviour consists of a single incident or a course of conduct. Domestic abuse is a crime.

Domestic abuse comes in many forms and we as a school will respond with this in mind.

Hackney provides a wide range of supportive services via the Domestic Abuse Intervention Service, further information can be found [here](#).

Violence Against Women and Girls (VAWG)

Eliminating VAWG is a key strategic aim in Hackney as it is interwoven with many safeguarding issues. Further information on Young Hackney's support available to schools/settings and children can be found [here](#).

Operation Encompass

Operation Encompass is a scheme coordinated by the police to ensure schools/settings have timely information about police attended incidents of

domestic abuse where children are present. It is a legal obligation for the police to share notifications with schools/settings. We as a school are signed up as Operation Encompass partners and we will be vigilant regarding children in our care's experiences at home. More information on Operation Encompass can be found [here](#).

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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

Where a member of staff or volunteer discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the police.

FGM Mandatory Reporting Duty

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

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

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

communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Preventing Radicalisation and Extremism

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

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

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

Breakfast Club & After School Club Arrangements

At Breakfast Club, the normal Safeguarding & Child Protection Policy and procedures apply. For After School Club, we have additional Safeguarding Leads (Elaine Vuong and Millie Ince) to cover this period of the extended school day. The After School Club DSLs have both received DSL training and will liaise with the Safeguarding Team in the event of any Safeguarding concerns or disclosures, following this policy at all times. The After School Safeguarding Lead is supervised by the Designated Safeguarding Lead on a regular basis.

Extended School and Off-Site Arrangements

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

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

Safe Touch Policy

Contents:

1. *Statement of intent*
2. *Legal framework*
3. *Roles and responsibilities*
4. *What is safe touch?*
5. *Types of safe touch*
6. *Reasonable force*
7. *Reporting inappropriate touch*
8. *Training of staff*
9. *Monitoring and review*

1. Statement of intent

1.1. At Harrington Hill Primary School, we understand that appropriate relationships between staff and children are paramount in promoting the safeguarding of children.

1.2. The DfE's guidance document, 'Use of reasonable force in schools', which was published in 2013, makes clear that there are occasions when physical contact with a child, other than reasonable force, is appropriate and necessary.

1.3. This Safe Touch Policy has been created with the aim of ensuring that all members of staff are aware of their responsibilities in terms of appropriate and inappropriate touch when involving children.

1.4. All children are entitled to receive an education in an environment where they feel safe, secure and respected. The school will dedicate itself to ensuring that no children feel threatened or disrespected, in terms of physical contact between themselves or a member of staff.

1.5. This policy should be read in conjunction with the school's Positive Handling Policy; the Toilet and Personal Care Policy; and the Safeguarding and Child Protection Policy.

2. Legal framework

2.1. This policy has due regard to the following legislation, including, but not limited to:

- The Children Act 1989
- Equality Act 2010

2.2. This policy will also have due regard to the following guidance:

- Use of Reasonable Force in Schools, DfE, 2013
- Working Together to Safeguard Children DfE, 2018
- Keeping Children Safe in Education DfE, 2024
- Reducing the Need for Restraint and Restrictive Intervention HMG, 2019

2.3. The school will implement this policy in conjunction with our Safeguarding and Child Protection Policy; Health and Safety Policy; Behaviour Policy; Positive Handling Policy; Toileting and Personal Care Policy and Equality & Inclusion Policy.

3. Roles and responsibilities

3.1. All members of staff at our school have a duty of care towards children and must be aware of the boundaries involving physical contact.

3.2. The Head of School and DSL are responsible for arranging regular safeguarding training for all members of staff and ensuring that they are aware of their responsibilities, in line with the school's Safeguarding and Child Protection Policy.

3.3. The Head of School is responsible for ensuring that all staff engage in safe touch with children, and only where absolutely necessary.

3.4. All members of staff are responsible for ensuring that no child feels threatened or unsafe at our school as a result of inappropriate touch.

3.5. All members of staff have a responsibility to report any instances of inappropriate touch to the Head of School.

3.6. The Head of School is responsible for communicating with parents/carers and ensuring that they are aware of this policy.

3.7. The Governing Body has a responsibility for ensuring that this policy is implemented and monitored; and that it creates and promotes a culture in which children's wishes and feelings are respected.

4. What is safe touch?

4.1. For the purpose of this policy, "safe touch" is defined as physical contact that, if otherwise avoided, would be unkind, inhumane or potentially emotionally or physically damaging for the child.

4.2. Safe touch should never be invasive or humiliating and should take place with prior consent from the child.

4.3. The school understands that the following examples are instances of safe touch which may occur between staff and children:

- Comforting an upset or distressed child
- Congratulating or praising a child (e.g. a 'high-five', handshake or side-hug)
- Holding the hand of a child to guide them, such as when crossing a road or walking to assembly
- Giving first aid to a child
- Demonstrating exercises or techniques during PE lessons

- Administering medicine
- When teaching a child how to handle specific equipment or musical instruments

5. Types of safe touch

5.1. Staff should ensure that safe touch only occurs in the presence of other adults or responsible children, and that it does not indicate favour towards particular children.

5.2. Children should never be touched in a way that could be misinterpreted as anything other than appropriate adult-child support. Similarly, children should not touch adults in any way that could be misinterpreted as inappropriate.

5.3. Children should not be touched between the waist and mid-thigh, or on/near the chest (unless specifically required during a First Aid procedure or physical intervention).

5.4. Types of Physical Contact

The school recognises that certain types of physical contact between staff and children are inappropriate - e.g. cuddling, lap-sitting.

Safe touch should never be invasive, humiliating or without prior consent from the child. The school places the following restrictions on hugging:

- At our school staff using touch for reward or comfort will use the 'shoulder-hug', rather than a 'front' embrace, which the school would deem inappropriate.
- The shoulder-hug is a sideways hug whereby the member of staff places their hands on the child's shoulders. This type of hug prevents the child from turning themselves towards the member of staff (thus engaging in a 'front' embrace).

Lap-sitting is inappropriate and prohibited. A child may only sit on an adult's knee for a short period and a specific purpose (e.g. for First Aid or if they are extremely distressed) – they should not sit too close to the body.

5.5. For children within the Early Years Foundation Stage, it may be more appropriate on occasion for closer physical contact, while appropriate child-adult relationships are being established. The points above still apply, however, except that sitting on the knee and shoulder-hugs might occur more regularly, if such support is required by the child.

5.6. If a child requires assistance with changing clothes, great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.

5.7. For intimate care (especially toileting), see the school's Toileting and Personal Care Policy.

5.8. The school understands that children are not always aware of the boundaries between staff and children and thus may try to engage in physical contact such as lapsitting or inappropriate hugging/touching. Should a child try to engage in any inappropriate physical contact, the member of staff will explain to the child why it is unacceptable and encourage them to engage in the school-hug instead.

5.9. If a member of staff attempts to use one of the safe methods of touch and a child is unhappy with this, the member of staff will cease contact immediately in order to respect the child's wishes.

5.10. Appropriate touch involving children with SEND will be in line with their EHC plan.

6. Reasonable force

6.1. The school understands that there are times when members of staff must provide physical intervention if a child presents danger to themselves or others.

6.2. All staff have the legal power to use reasonable force. In these instances, staff must always explain the reasons for their actions to the child, the parents/carers and the Head of School. The member of staff must also provide a written record of the incident in line with the school's Positive Handling Policy.

6.3. This policy should be read in conjunction with the school's Positive Handling Policy.

7. Reporting inappropriate touch

7.1. If a child attempts to engage in any inappropriate touch, the member of staff involved will report this immediately to the Head of School or a member of the Safeguarding Team, in order to pre-empt any allegations of inappropriate physical contact. The member of staff should also record this on My Concern.

7.2. If another member of staff suspects or witnesses inappropriate physical contact, whereby the member of staff is willingly involved, they will report this to the Head of School immediately (in line with the school's Safeguarding and Child Protection Policy and/or the Whistleblowing Policy).

7.3. Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the Safeguarding and Child Protection Policy, and/or Staff Discipline Policy. The Head of School and/or DSL will seek advice from the Local Authority Designated Officer (LADO)

7.4. The Head of School will keep a written record of all instances of reported inappropriate touch.

8. Training of staff

8.1. The Head of School and the DSL will ensure regular safeguarding training for all members of staff in relation to safe touch.

8.2. All staff will be regularly reminded of the methods of safe touch employed by our school and will communicate this to the children they are in contact with.

9. Monitoring and Review

9.1 This policy will be reviewed on a yearly basis by the Senior Leadership Team and Governors, as part of the school's wider Safeguarding and Child Protection Policy.

Appendix B – Report a Concern on My Concern:

Report a Concern

Name(s) of Pupil(s)

Q

Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

Concern Date/Time

Details of Concern

Location of Incident

▼

Action taken

Attachment

Select File

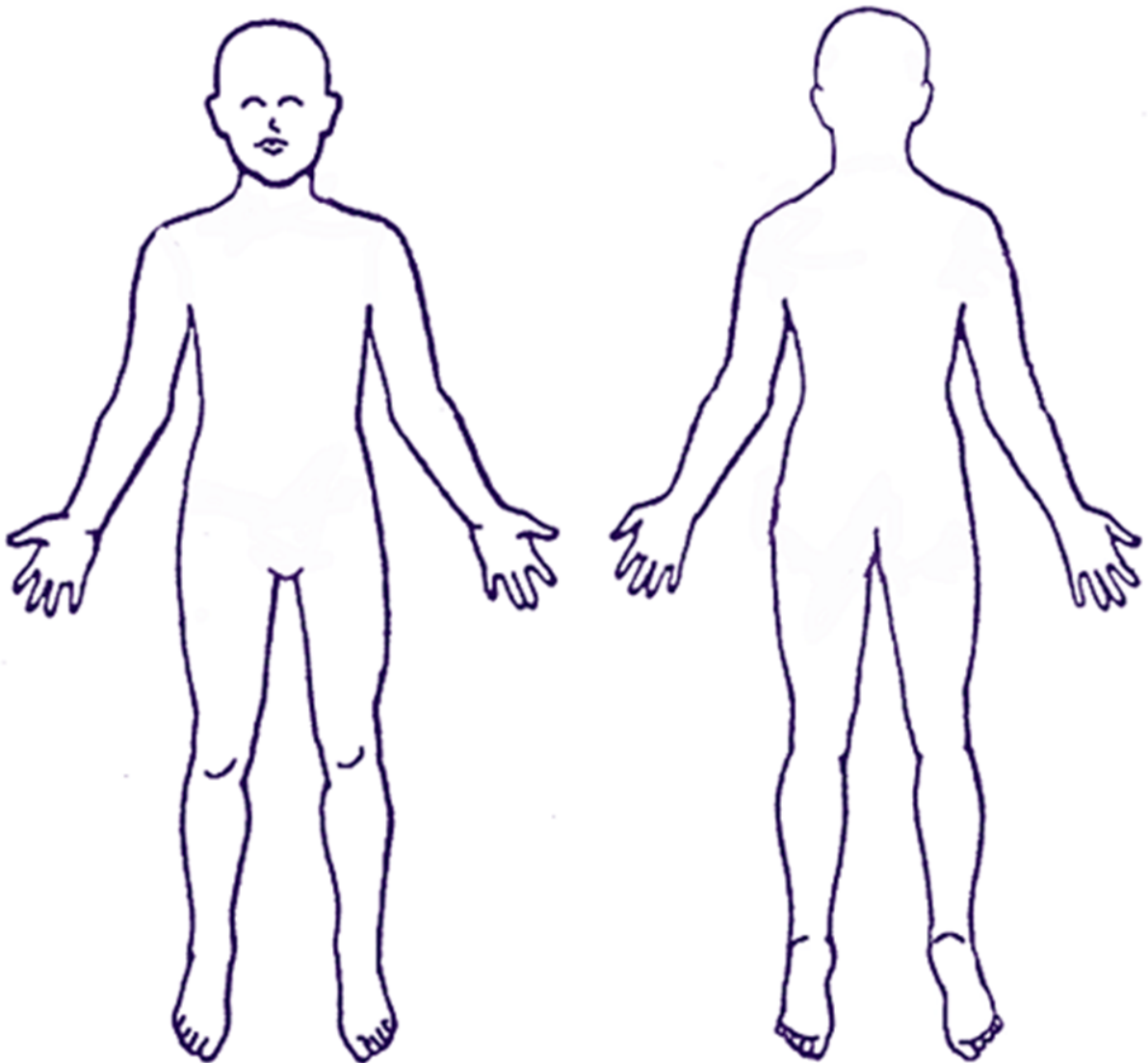
Please attach any media that is relevant to this concern.

Submit Concern

Appendix B continued

Body Map on My Concern

This body outline can be used on My Concern to record marks and/or bruises and the date of occurrence or observation.



Appendix C

MASH Consultations and Online Referral Form

If a case is already allocated within Hackney Children and Families Services, please contact the child's allocated unit to discuss your concerns.

If you are worried about a child who is not open to Hackney Children and Families Services, where you feel your concern is urgent and you need to speak to a social worker to agree a plan of action today, please call MASH on 020 8356 5500 or email MASH@hackney.gov.uk:

- The phone line is open 9am to 5pm Monday to Friday, excluding bank holidays
- Outside of these hours, please contact the Emergency Duty Team on 020 8356 2710

If you're unsure about what support a child and family needs, or whether you should make a referral to MASH, please call MASH and ask for a consultation with a member of the team.

How does the consultation line work?

- It's for professionals only;
- For cases that are not already open to the Council's service;
- You must have consulted your Designated Safeguarding Lead first;
- You will need to use the usual MASH number – 020 8356 5500 – and ask for a consultation;
- Experienced members of staff from MASH will respond;
- MASH will listen to your concerns and offer advice and guidance about the most appropriate next steps – their advice may include:
 - a request for you to have further conversations with the child and family about the concerns and – with their consent – other members of the family's network;
 - a written referral to MASH;
 - a referral to another service;

MASH will keep a log of calls to monitor the consultation lines use, but calls will not be recorded on our files. It is important that anyone contacting MASH make their own agency records of discussions.

Referral form

Please complete a MASH referral form if you wish to request either early help or statutory social work support for a family.

[MASH referral form](#)

Information submitted via the form will only be reviewed during office hours.

Please note, it is expected that you will have spoken to the family about the referral you are making to MASH, prior to contacting MASH, in all cases except where it is felt that doing so will place a child at immediate risk of harm.

All decisions in MASH about the most appropriate next steps for a child and family are made in line with the [Hackney child wellbeing framework](#).

Appendix D

Hackney Key Contacts and Guidance

Useful Contact Details:

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

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

[Hackney-Child-Wellbeing-Framework.pdf](#)

London Child Protection Procedures:

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

Working Together to Safeguard Children:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Information Sharing Guidance for Practitioners:

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

London Borough of Hackney Code of Conduct:

<https://www.hackneyservicesforschools.co.uk/extranet/code-conduct>

Hackney Education Whistle Blowing Policy:

<https://www.hackneyservicesforschools.co.uk/extranet/disciplinary-grievances-and-whistleblowing>

Online Safety Information and support

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

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on, and an [Online Safety Audit Tool](#) to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- Department for Digital, Culture, Media & Sport (DCMS) [Online safety guidance if you own or manage an online platform](#) provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- Department for Digital, Culture, Media & Sport (DCMS) [A business guide for protecting children on your online platform](#) provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.

Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning **Support for children**
- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content

- [CEOP](#) for advice on making a report about online abuse

Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online