# ORCHARD
# Safeguarding/Child Protection Policy

**September 2024**
To be reviewed annually or as required

The Governors and staff at our school are fully committed to promoting the welfare of children and protecting children from harm.

This policy has been implemented at our school to safeguard the children and families in our care and is in line with:

- *Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE) Updated Guidance September 2024*
- *Working Together to Safeguard Children, 2023 (DfE)*
- *Mental Health and Behaviour in Schools (DfE 2018)*
- *Child abuse concerns: guide for practitioners (DFE 2015)*
- *The Procedures of The City & Hackney Safeguarding Children Partnership Education and Training (Welfare of Children) Act 2021*
- *The Children Act 2004*
- *The Education Act 2002 s175 / s157*

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'.

## Safeguarding 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 the 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
- Taking action to enable all children to have the best outcomes.

## Our school values all children and we provide them with the following:

- Stakeholders who understand their roles and responsibilities to contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- An environment where children feel safe and secure, listened to and valued
- Clear and promoted systems that enable children to talk to and approach adults for help if needed
- Staff commitment that children/young people having the right to speak freely and voice their values and beliefs
- Staff who have awareness of the risks and vulnerabilities their children face
- Trained staff who understand the early help processes and their role in it (see Appendix A)
- Trained staff that are able to recognise and are alert to signs and symptoms of abuse and are equipped to address concerns at the earliest possible stage
- Staff who are aware and confident in Child Protection Procedures and to know whom the named person is to contact in the event of an issue arising
- Reduction of the potential risks children face of being exposed to violence, extremism, exploitation, or victimisation
- Appropriate work within the cyclical curriculum, including online safety

- Developed and effective working relationships with other agencies, especially the Police and Social Services
- A consistent approach to safer recruitment including Enhanced Disclosures checked and verified by the Disclosure Barring Services (DBS)
- Ensuring that any parents/volunteers supporting our children have been checked in line with Local Authority Procedures
- Following the Local Authority Procedures for Child Protection

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

## Who to contact in the event of an issue arising or concern

**School Based Leads:**
Zammedin Siddique
Erin Gillham

**Onsite contact in relation to concerns including any concerns over those named above**
Felicity Headen

**Other contacts in relation to concerns including any concerns over those named above**
Stephen O'Brien (Executive Headteacher)
Victoria Crawford (Chair of Governors)

## Indicators of concern

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

A concern about a child or a family may be bought to your attention through many channels. Some examples are:

- Through 'early help' identification (see Appendix A)
- Through the child - something they disclose
- Something another person has said
- Your observations over a period of time (the child's behaviour, the child's appearance, the child's health, the child's emotional state)
- A visible physical sign on a child (an injury)

**Observations** should be discussed with parents **under direction from a Designated Safeguarding Lead** where possible.

Advice will be sought from the Children and Young People's Services (Social Services) by the **Designated Safeguarding Lead if there is a possible risk of abuse.** In this case, information will be shared with parents at the earliest opportunity, **under direction from Children's Social Care, unless this places the child at greater risk of abuse.**

Staff must know the categories and indicators of abuse **(see Appendix A)** understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff, should have clear awareness of extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), criminal exploitation, serious youth violence, county lines, and radicalisation, **(see Appendix B)**. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

The child's welfare and protection must be the first consideration for all staff. Any suspicion of child abuse must be given the highest priority.

Children who are looked after, adopted from care or under special guardianship have a designated school lead who will oversee personalised provision **(see Apprendix G).**

## **Procedures to follow if a child discloses something**

Listen carefully to the child. You must treat what they say seriously. Children rarely make false allegations. **It is very important to distinguish between fact and impression**.

You must reassure the child that they are right to tell someone about what has happened and that they are not responsible for what has happened.

The child must come forward with the information and you **MUST NOT** ask leading questions.

As soon as is possible you must record **exactly** what the child has told you on the red cause for concern form. You should also note down the child's behaviour and/or emotional state (in some cases these notes may be used in court proceedings). You are able to add your personal opinion based on your knowledge of the child but this must be clearly stated as 'In my opinion' and be written up separately from the child's statement. You **MUST** sign and date your records.

**It is essential that you do not make promises you cannot keep and that you don't promise not to tell anyone.**

You must report your findings to the Designated Safeguarding Lead immediately.

The Designated Safeguarding Lead will then take responsibility for further investigation. This will include talking to other adults involved with the child, talking to the parents (depending on the nature of the concern or disclosure) and talking to the child. The Designated Safeguarding Lead may also contact the Safeguarding in Education team and if needed an immediate referral to Children and Young People's Services (Social Services) or the Police will be made if facts present that a child is suffering, or is likely to suffer from harm. Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect.

Not all concerns raised will be referred to outside agencies, it is important to remember each situation is unique and there may be other events surrounding the one you are a part of.

**It takes a lot of courage for a child to tell an adult that they have been or are being hurt or abused. Children are very loyal to the people they love regardless of the pain they may be suffering. The threat of violence to themselves or others may frighten children. Some children may never disclose abuse and continue with their lives taking abuse as the "norm". It is essential that all children are reassured that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting to an adult.**

**All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as

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harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child.

If a child is previously looked after, a looked after child, is placed on a Child Protection Plan or on a Child in Need plan, staff immediately involved in providing for the educational needs of the child will be made aware of the circumstances. Any changes to the child's normal behaviour at school or absences will need to be reported to The Designated Safeguarding Lead holding responsibility for the case on behalf of the school.

## Procedures to follow if you have a cause for concern

If you have concerns and believe child is suffering / likely to suffer from harm or is in danger (immediate or otherwise) a cause for concern form should be completed. You must report your concern using the red form and hand this directly to the Designated Safeguarding Lead as soon as possible.

## Child on child abuse

*See also our Acceptable Use and Behavior and Bullying policies*

All staff should be aware that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of school or online.

We challenging inappropriate behaviours between children, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, this may include an online element which facilitates, threatens and/or encourages sexual violence

If a child makes an allegation of abuse against another child it is expected that all staff follow the disclosure process (as above).

The Designated Safeguarding Lead will complete a safeguarding incident analysis and contact relevant external agencies, as well as the police if the allegation involves a potential criminal offence.

The Designated Safeguarding Lead will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

We minimise the risk of child on child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained and understand child on child abuse

# Online safety

Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **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'.
- **conduct:** personal 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
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

If a pupil makes a disclosure relating to online safety it is expected that all staff follow the disclosure process (as above).

Technology, and risks and harms related to it evolve and changes rapidly. The school carries out an annual review of their approach to online safety, identifying actions that reflect the risks their children face.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the Federation ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness.

# Inappropriate use of technologies

*See also Acceptable Use Policy and Behaviour & Bullying Policy*

We recognise that young people are at potential risk from the inappropriate use of new technologies. This includes the risk of inappropriate contact through the internet, sexting and exposure to harmful or age inappropriate material. We teach children how to stay safe online as well as the benefits and risks of social media. We seek to ensure that our pupils become confident users of new technology and are able to identify and report risk but alongside this ensure that pupils are kept safe when online and school internet enabled devices are routed through filter systems which appropriately block materials which might cause harm.

- **Online Bullying:** is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as

stated above. Online bullying can take many forms including abusive or threatening texts, emails or messages, posting abusive comments on social media sites, sharing humiliating videos or photos of someone else, stealing someone's online identity, spreading rumours online, group bullying or exclusion online.

- **Sexting:** The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.
- **Upskirting:** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

If a pupil makes a disclosure relating to inappropriate use of technology, it is expected that all staff follow the pupil disclosure process (as above).

## Mental Health

*See Emotional Health and Wellbeing Policy*

All staff are expected to 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. Only appropriately trained professionals can make a diagnosis of a mental health problem. School staff, however, are well placed to observe children 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 children have suffered abuse and neglect, 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.

## Confidentiality within the school

- We recognise that all matters relating to child protection are confidential
- The Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. A written record will be made of what information has been shared with whom, and when
- Child protection records will be recorded systematically and stored securely in a central place separate from academic records. Individual files will be kept for each child – the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. Access to these records by staff other than by the Designated Safeguarding Lead will be restricted
- General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

The school will work closely and take direction from Children's Social Care at all times and follow their recommendations with all children and families.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school within 5 working days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Due regard to their confidential nature and in line with current government guidance on the transfer of such records will be given. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil

records transferred or received should be kept in either paper or electronic format.  This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation. DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder. In exceptional circumstances when a face-to-face handover is not possible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

### Maintaining Records

The school will maintain up to date contact details for all of its staff and pupils including the details of two emergency contacts for all pupils.

## Staff Code of Conduct (see also Staff Handbook)

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head teacher and parents. Any physical restraint used will comply with DfE guidance "*Use of Reasonable Force in Schools"* (see also the school's positive handling policy).

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot, (see also the Intimate Care policy). All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with children. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Online interactions/visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and

with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature will be reported to the Headteacher for investigation.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business. They will not disclose their social media identifications, personal telephone numbers or email addresses to children or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures (see Whistle Blowing Policy) and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Executive Headteacher if it relates to the Headteacher.

## Allegations towards staff

If there is a safeguarding concern about a member of staff this should be brought to the attention of the **Executive Headteacher, Stephen O'Brien** immediately. If the allegation concerns the Executive Headteacher, then this needs to be bought to the attention of the **Chair of Governors, James Gowland.** The school will seek the support of the LADO (Local Authority Designated Officer) in cases where it is considered that a child may have been put at risk or harmed by a member of staff whether employed or a volunteer who is working in the school. **The LADO for Hackney is Liezel Le Roux, 020 8356 4569.**

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional (inclusive of agency staff) 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 or may have behaved in a way that indicates s/he is unsuitable to work with children (transferable risk)

If staff have a safeguarding concern or an allegation about another member of staff (including supplystaff, volunteers or contractors) that does not meet the harm threshold, then this should be shared as a low level concern directly with the Headteacher. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Learning lessons applies to all cases not just those which are concluded and found to be substantiated. The Designated Safeguarding Lead will ensure an incident analysis is completed in every case of allegation against staff with evaluation and recommendation.

## The Role of The Governing Body

The Nominated Governor for child protection at the school is **James Gowland (Chair of Governors).**

The Governing Body are the accountable body for ensuring the safety of the school. The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Hackney Safeguarding Children Board

- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers as detailed in Keeping Children Safe in Education guidance (September 2024)
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead
- The Designated Safeguarding Lead attends appropriate refresher training every two years
- All staff who work with children undertake regular update training
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay
- The school has procedures for dealing with allegations of abuse against staff/volunteers

The governing body reviews its policies/procedures annually. Their role is strategic rather than operational. They will not be involved in concerns about individual children. The Nominated Governor is responsible for liaising with the Executive Headteacher over all matters regarding child protection issues and is responsible for liaising with the local authority and other partner agencies in the event of an allegation made against the Headteacher / Executive Headteacher.

Governors are subject to s128 checks in order to undertake a governance role. Governors are expected to complete safeguarding training annually.

## A Safer School Culture

### Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

### Teaching Safeguarding

The school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This program tackles at an age-appropriate stages for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, British values, online safety and bullying. Relevant issues will also be addressed through other areas of the curriculum, for example, English, History, Drama, Art.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (2024). Safer recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, online checks and ensuring that a candidate has the health and physical capacity for the job.  It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. At least one member of the interviewing panel will have undertaken CWDC/NCSL Safer Recruitment training.

## Searching Children

School staff have the power to search pupils or groups of pupils, including without consent where they have reasonable grounds for believing they are in possession of a prohibited or illegal item. Where a group is searched, the school should be clear about what the reasonable grounds are for this group being selected for a search. In establishing the grounds for a search, safeguarding should be at the forefront of the person's mind when searching for an illegal item or an item prohibited by the school. A safeguarding first approach not only relates to the requirement to safeguard others in the school but also the pupil who may be in possession of a prohibited or illegal item, which may be a sign of extra familial risk or harm. In these cases strong consideration should be given to making a referral to MASH or Early Help to secure additional support for the child.
The school's designated safeguarding lead (DSL) should be notified of all searches so that any risks arising from the decision to conduct a search can be assessed. The DfE's guidance for searching children can be found <u>here</u>.

## Child Missing Education and safeguarding concerns

All children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our schools. The law requires all schools to have an admission and attendance register. Our schools will inform the local authority of any child who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

## Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

## Staff support

We recognise the stressful and traumatic nature of child protection work.  We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate (Employment Counselling Helpline).

## Other areas of work

All our policies addressing issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which should

ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

**Links to Other Policies**

- Attendance & Punctuality Policy
- Acceptable Use Policy
- Behaviour & Bullying Policy
- CCTV Policy
- Complaints Policy
- Drug & Alcohol Policy
- Emotional Health and Wellbeing Policy
- Equal Opportunities Policy
- GDPR Policy

- Inclusion Policy
- Intimate care policy
- Learning & Teaching policy
- Positive Handling Policy
- Parent Partnership Policy
- PSHCE Policy
- Staff code of conduct
- Use of Private Hire Vehicles Policy
- Visiting Speakers Policy

## APPENDIX A

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- has experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and
- alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced
- Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

**Early help assessment**

If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

## Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is

vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

## Indicators of Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 peer on peer abuse).

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

# APPENDIX B

## Specific Safeguarding Concerns

## Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE (including county lines) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. 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 – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

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 serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

## Serious violence

All staff should be aware of the indicators, which may signal 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. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

## Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

## Forced marriage (honour based abuse)

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 can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

## Female Genital Mutilation (honour based abuse)

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. Long, unexplained planned absences, a special party or ceremony or talk of a special procedure could all indicate FGM might take place.

## Child on Child Sexual Violence and Sexual Harassment

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003135 including rape, assult by penetration and sexual assult.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. In the context of children, sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names;
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- online sexual harassment e.g. sharing of unwanted explicit content
- upskirting (is a criminal offence141);

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

# Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children is a part of our approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat 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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately by reporting to the Designated Safeguarding Lead or making a Prevent referral.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values.  Both pupils/students and teachers have the right to speak freely and voice their opinions.  However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.  Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

## Risk reduction

The School Governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.  Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

## Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.  The SPOC for our organisation is **Stephen O'Brien (Executive Headteacher).**

When any member of staff has concerns that a pupil may be at risk of radicalisation or

involvement in terrorism, they should speak with the Designated Safeguarding Lead who will liaise with the SPOC.

Our Designated Safeguarding Leads know where to seek and get advice as necessary. Our school brings in experts and uses specialist material to support the work we do.

## What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our Designated Safeguarding Lead advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups.  The Designated Safeguarding Lead may well be the person who talks to and has conversations with the  pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.  The Designated Safeguarding Lead can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised.

## APPENDIX C

## Safeguarding Risk Assessment for the Prevention of Radicalisation

| Activity | Potential Risk | Action Plan |
|---|---|---|
| Pupils exposed to extremist material | Moderate | • SEAL curriculum to include elements of discussion of current affairs, themes of tolerance & respect<br>• RE curriculum to offer a broad and balanced view of world religions<br>• Value awards, democracy day. Humanities lessons used to emphasise British values e.g. freedom of speech, rule of British law and democracy<br>• Provision of Parent prevent information sessions<br>• Skills to interpret and analyse information embedded in core curriculum<br>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff<br>• School internet access managed. LGFL blocking of inappropriate content. |
| Pupils exposed to extremist material online on or off site | Moderate | • Online and safety embedded in taught IT lessons<br>• Keeping safe week incorporates practical elements of safety.<br>• Filters on school servers and monitoring of use by IT technicians<br>• Parent Prevent information sessions<br>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff<br>• Acceptable use policy regularly updated, reviewed and implemented |
| Premises used by extremist group or speaker | Low | • Content of external speakers agreed prior to visit<br>• Sessions attended by member of staff<br>• External requests to use facilities monitored and agreed only by Executive Headteacher<br>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff |
| Staff member promotes extremist views or behaviour | Moderate | • Safer recruitment training undertaken by at least one member of the interview panel<br>• Gaps in employment history explored and references checked and signed.<br>• Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff<br>• SPOC named in safeguarding policy.<br>• Prevent awareness training undertaken by all staff.<br>• SLT members undertake Chanel training |
| Intruder with malicious intent accesses school site | Low | • Access & Egress, CCTV policies adhered to.<br>• Daily site check by premises officer to ensure security.<br>• All visitors checked by office team and visitor badges issued.<br>• Entrance gates to school secured, operated by front office.<br>• Members of school team deployed to gates at start and end of day.<br>• School staff remain vigilant and challenge where appropriate |
| Terrorist incident in local area | Moderate | • Critical incident plan in place including remote method of contacting stakeholders in an emergency<br>• Half termly evacuation drills in line with Health & Safety policy.<br>• Entrance gates to school secured, operated by front office. |
| Pupils on trip exposed to serious or terrorist incident | Low | • Trip risk assessments signed off by senior member of staff<br>• Member of staff contactable at school reception during the day.<br>• Adult pupil ratio age in line with guidance.<br>• Departure and return times agreed with SLT.<br>• Classteacher sets rules & expectations before departure e.g. quiet talking, listening to adult instructions, no running, children in pairs, not talking to strangers<br>• Adults at the back front and spread out through the middle on the line with front adult checking on line behind<br>• Staff to watch children for unwanted attention from members of the public.<br>• Adjustments to trips made if immediate concerns including cancellation where there is good reason and basis for concern. |
| Parental behaviour or action related to extremism raises concerns over child's well being. | Moderate | • Prevent awareness training offered to all parents<br>• Parents awareness of the internet safety raised through e safety coffee mornings<br>• Safeguarding policy available to parents in school Reception areas and online<br>• 'Cause for concern' and parent contact forms used to co-ordinate school action and response to any concerns arising.<br>• Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff<br>• SPOC named in safeguarding policy.<br>• Prevent awareness training undertaken by all staff.<br>• SLT members undertake Chanel training |
| Pupils taken abroad to area of risk | Moderate | • Daily absence monitoring with first day calling<br>• Any pupils identified as a safeguarding risk included in Learning Mentor daily check<br>• All absence requests to be written<br>• Holiday absence requests not authorised<br>• One point of contact for attendance monitoring<br>• Referral to point of LA prevent contact for any suspicious absences<br>• Staff training on Prevent and risks of radicalisation.<br>• Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff |

# APPENDIX D

## Use of External Agencies and Speakers

(see also visiting speakers policy)

At our school we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals and speakers whom we engage to ensure that they are suitable and properly supervised.

The Headteacher on site is in charge of coordinating and vetting the booking of all visiting speakers and staff members should seek permission giving a clear explanation as to the relevance and purpose of any visit and intended date and time.

We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not be directly connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values and our school values
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and are clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs and age groups of students

We recognise that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate or support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage risk themselves where appropriate to their age and ability but also to help pupils develop critical thinking skills needed to engage in informed debate.

As a school we will undertake the following processes to safeguard our pupils against inappropriate or unsuitable speaking visitors:

- A formal procedure for inviting speakers, which involves approval by the headteacher and a clear understanding of why the speaker has been chosen
- A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously

- Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented
- An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event. Speakers and staff must allow time for this discussion, whether it is on the day or beforehand to ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material
- An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the headteacher
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present
- Visitors must be supervised at all times and not be left alone with pupils, unless they have confirmed DBS checks
- Visiting speakers should understand that their presentation may be brought to an early end if the content proves unsuitable
- All information about the visiting speaker and the booking process should be recorded in the school diary
- Once a person has visited a school, future checks should be proportionate
- If any concerns over the conduct of the speaker or the content of the presentation are raised by the supervising adult, these should be brought to the Headteacher's attention immediately and a review made of whether future visits are suitable. The school reserves the right to refuse access to any visitor who it is deemed may present a safeguarding risk to pupils in line with this policy

# APPENDIX E

## <u>Photographs and videos</u>

We recognise that there are potential risks associated with sharing images of children online and children and their parents/carers have a right to decide whether their images are taken and how these may be used.

### We will seek to keep children and young people safe by:

- Always asking for written consent from a child and their parents or carers before taking and using a child's image
- Only using names if we need to identify the image, and then only the first names of children whose images are being used in our published material whenever possible
- Never publishing personal information about individual children
- Making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- Reducing the risk of images being copied and used inappropriately by only using images of children in appropriate clothing (including safety wear if necessary) and avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- Using images that positively reflect young people's involvement in the activity

### Photography and/or filming for personal use

When children themselves, parents/carers or spectators are taking photographs or filming at our events and the images are for personal use, we will remind parents/carers and children that they need to give consent to take and use images of children by:

- Asking for photos taken during the event not to be shared on social media *or* asking people to gain permission from children and their parents/carers before sharing photographs and videos that include them
- Recommending that people check the privacy settings of their social media account to understand who else will be able to view any images they share
- Reminding children, parents and carers who they can talk to if they have any concerns about images being shared

If we hire a photographer for one of our events, we will seek to keep children and young people safe by:

- Providing the photographer with a clear brief about appropriate content and behaviour
- Ensuring the photographer wears identification at all times
- Informing children and parents/carers that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- Not allowing the photographer to have unsupervised access to children
- Not allowing the photographer to carry out sessions outside the event or at a child's home

- Reporting concerns regarding inappropriate or intrusive photography following our child protection procedures

## Photography and/or filming for wider use

If people such as local journalists, professional photographers (not hired by us) wish to record one of our events and share the images professionally or in the wider world, they should seek permission in advance.

They should provide:
- The name and address of the person using the camera
- The names of children they wish to take images of (if possible)
- The reason for taking the images and/or what the images will be used for
- A signed declaration that the information provided is valid and that the images will only be used for the reasons given

We will verify these details and decide whether to grant permission for photographs/films to be taken. We will seek consent from the children who are the intended subjects of the images and their parents and inform the photographer of anyone who does not give consent. At the event we will inform children, parents and carers that an external photographer is present and ensure they are easily identifiable. If any member of staff is concerned that someone unknown to us is using their sessions for photography or filming purposes, we will ask them to leave and (depending on the nature of the concerns) follow the processes outlined in this policy.

# APPENDIX F

## Safeguarding Training Overview

|  | Senior Leaders / DSLs | Wider Staffing Team |
|---|---|---|
| Autumn Term | Whole staff training<br><br>Senior team feedback meeting (weekly) | Whole staff training (safeguarding update / KCSIE)<br><br>Briefing Updates (fortnightly) |
|  | DSL specific training refresh and new training<br><br>Review of safeguarding overview and allocation of vulnerable pupils to lead DSLs |  |
|  | Hackney specific training<br>(local context) |  |
|  | CLA / AFC / SG lead DSL training (specific)<br><br>PEP training / PEP completion / Parent meeting<br><br>End of term review with Senior DSL (HT) | Team around child training for specific pupils (class teachers, phase leaders) |
|  | Safeguarding update training for key staff / new starters |  |

|  | Senior Leaders / DSLs | Wider Staffing Team |
|---|---|---|
| Spring Term | New term update: core foci<br><br>Senior team feedback meeting (weekly) | Whole staff training (trauma informed school)<br><br>Briefing Updates (fortnightly) |
|  | DSL specific training refresh and new training<br><br>Review of safeguarding overview and allocation of vulnerable pupils to lead DSLs |  |
|  | Hackney specific training<br>(local context) |  |
|  | CLA / AFC / SG lead DSL training (specific)<br><br>Parent meeting<br><br>End of term review with Senior DSL (HT) | Team around child training for specific pupils revisit of core expectations and accountability framework (class teachers, phase leaders) |
|  | Safeguarding update training for key staff / new starters |  |

|  | Senior Leaders / DSLs | Wider Staffing Team |
|---|---|---|
| Summer Term | Whole staff training<br><br>Senior team feedback meeting (weekly) | Whole staff training (module training)<br><br>Briefing Updates (fortnightly) |
|  | DSL specific training refresh and new training<br><br>Review of safeguarding overview and allocation of vulnerable pupils to lead DSLs |  |
|  | Hackney specific training<br>(local context) |  |
|  | CLA / AFC / SG lead DSL training (specific)<br><br>PEP review / Parent meeting | Team around child training for specific pupils revisit of core expectations and accountability framework (class teachers, phase leaders)<br><br>End of term review with Senior DSL (HT) |
|  | Safeguarding update training for key staff / new starters |  |

# APPENDIX G

## Accountability Framework for CLA / SG / AFC

| Autumn | Spring | Summer |
|---|---|---|
| • Initial training<br>• PEP agreement<br>• Teacher evaluation of curriculum content<br>• TAC meeting / PEP sharing / communication agreement<br>• Parent meeting<br>• End of term DSL review meeting | • Teacher evaluation of curriculum content<br>• TAC meeting / PEP sharing / communication agreement<br>• Review of interventions<br>• Parent meeting<br>• End of term DSL review meeting | • Teacher evaluation of curriculum content<br>• TAC meeting / PEP sharing / communication agreement<br>• Review of interventions<br>• Parent meeting<br>• End of term DSL review meeting<br>• PEP review |

## Key Priorities

- Communication structure and key point of contact
- Photography agreement and safeguard check structure
- Curriculum content priorities and adaptions
- Inclusive provision offer (therapeutic support, staff training needs, behavioural and pastoral interventions