

Safeguarding and Child Protection Handbook

2016/17

Practical guidelines for senior leadership teams and Designated Safeguarding Leads of maintained schools, academies and independent schools on Safeguarding Children, Promoting their Welfare and Child Protection.

Issued by Hackney Learning Trust Safeguarding in Education Team
City & Hackney Safeguarding Children Board Compliant



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Foreword from Sian Davies, Interim Director of Education, Hackney Learning Trust

Safeguarding is the responsibility of everyone who works with children and young people. Schools, Settings, Children's Centres, Colleges, and Hackney Learning Trust staff all have a vital role to play in ensuring the wellbeing of all Hackney children and young people, be they in Hackney or in settings outside of the borough.

In order to ensure that staff are knowledgeable in safeguarding procedures, signs, symptoms and indicators, Hackney Learning Trust provides training through the Safeguarding in Education Team. In addition to training, we have now revised the guidance that we provide to Schools and Settings, and I have pleasure in introducing the latest guidance document.

This guidance should provide a key piece of guidance to schools and settings, and confirms the principle that safeguarding is the responsibility of all staff. Those key issues around vulnerability and how to respond effectively when a child is identified as being in need of services or protection are all clearly identified within this latest version of the guidance.

The guidance is intentionally detailed and addresses all the key safeguarding issues and associated guidance that Designated Safeguarding Leads, Head teachers, Governing Bodies, and staff in Schools, Settings and HLT would need in regard to our collective safeguarding responsibilities. This includes:

- The legislative and policy framework;
- The picture in Hackney;
- School's responsibilities for safeguarding children;
- Information on safeguarding issues;
- Model safeguarding policies;
- Information sharing and record keeping.

Hyperlinks are embedded in the guidance to enable access to all relevant safeguarding and child protection documents, and it is our intention that this guidance is not printed but is available via the HLT Safeguarding Web Page. This will mean the guidance can continue to evolve and whenever new guidance or legislation is introduced, the guidance will be revised with the relevant legislative change and guidance embedded within. The Safeguarding in Education Team will ensure that this guidance is constantly updated in line with legislation and local practice, and will continue to advise Schools and Settings accordingly through the Schools Bulletin, Designated Safeguarding Leads Forum, training and audits.

In line with this development, the Safeguarding in Education Team is also substantially revising the training packages to schools, to develop a 'modular' approach to key Safeguarding themes with the intention of providing bespoke responses to the issues that a school or setting may request support on. A generic Safeguarding central module will have accompanying modules that relate to specific themes such as FGM, PREVENT, CSE etc.

We feel that it is important that this guidance is constantly evolving and responsive to legislative change, national and local practice, and key safeguarding themes and associated learning. I very much hope that you will find this guidance to be an essential aid to your work to safeguard the children and young people of Hackney.

Sian Davies

Introduction: Safeguarding Children is Everyone's Business

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools and colleges should work with social care, the police, health services and others services to promote the welfare of children and protect them from harm.

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 all children to have the best outcomes. Children includes everyone under the age of 18.

[Keeping Children Safe in Education \(2016\)](#)

Schools and settings can play a vital role in helping children, including those who are abused or it is suspected they are being abused, to achieve positive outcomes by effectively monitoring and recording aspects of the child's development, progress and behaviour in the school. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give such information. Monitoring in schools is invaluable as teachers are in daily contact with children; they are uniquely placed to observe the behaviour of children and likely to know what is usual for that particular child.

The Purpose of this Document

The purpose of this document is to enable staff in schools and settings to discharge their statutory responsibilities in relation to safeguarding children; it will provide an overview of, and signposting to, the relevant legislative, statutory and advisory guidance framework that schools must make reference to in fulfilling their safeguarding duties. It will also offer practical guidance in relation to safeguarding policies, record keeping and referrals to Children's Social Care. All referenced documents can be found on [Hackney Learning Trust's 'Safeguarding in Education' webpages](#).

These guidelines cover:

- The legislative and policy framework;
- Information on the Hackney Wellbeing Framework (including Common Support Framework);
- Supporting children with additional needs;
- The role of Designated Safeguarding Lead;
- Record keeping (including child protection records);
- Auditing child protection files;
- Safeguarding and Child Protection Policy requirements;
- Information sharing;
- Information on the wider safeguarding system.

The Legislative and Guidance Framework

The Children Act 1989

The Children Act 1989 places two specific duties on agencies (including schools) to cooperate in the interests of children:

Section 17 of the Act places a general duty on every local authority to:

- Safeguard and promote the welfare of children within their area who are in need;
- Promote the upbringing of children by their families by providing a range and level of services appropriate to children's needs.

Section 47 of the Act relates to children who are suffering or likely to suffer significant harm:

- The authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take action to safeguard or promote the child's welfare.

Children Act 2004

Section 11 of the Act places a duty on key persons and bodies to:

- Make arrangements to ensure that, in discharging their functions, they have regard to the need to safeguard and promote the welfare of children. Key people and bodies include local authorities, schools, police, probation, health services and youth justice.

Section 10 of the Act requires the local authority to:

- Make arrangements to promote co-operation between itself, relevant partners and other organisations who are engaged in activities relating to children.

Section 14B of the Act ensures LSCBs can require a school or college to:

- Supply information in order to perform its functions. All schools and colleges should allow access for Children's Social Care to conduct, or to consider whether appropriate to conduct, a section 17 or section 47 (of the Children Act 1989) assessment.

Education Act 2002

Section 175 of the Education Act 2002 places a duty on:

- a) Local Authorities in relation to their education functions; and
- b) The governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) in relation to their functions relating to the conduct of the school or the institution.

to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children (in the case of the school or institution, being those children who are either pupils at the school or who are students under 18 years of age attending the further education institution).

Independent Schools

A similar duty applies to proprietors of independent schools (which include academies/free schools) by virtue of regulations made under sections 94(1) and (2) of the Education and Skills Act 2008.

Regulations made under Section 342 of the Education Act 1996, set out the requirements for a non-maintained special school to be approved and continue to be approved by the Secretary of State. It is a condition of approval and continuing approval that arrangements must be in place for safeguarding and promoting the health, safety and welfare of pupils and when making such arrangements, the Proprietor of the school must have regard to any relevant guidance published by the Secretary of State.

The Education (Independent School Standards) Regulations 2014 apply the same duty to proprietors of independent schools (which include Academies and free schools). The Education (Non-Maintained Special Schools) (England) Regulations 2011 oblige non-maintained special schools to comply with certain requirements as a condition of their approval and whilst approved by the Secretary of State. One condition of approval is that arrangements for safeguarding and promoting the health, safety and welfare of pupils must have regard to any guidance published on such issues and be approved by the Secretary of State and continue to be so in accordance with such approval (see below). For colleges, non-maintained special schools and independent schools: the definition of 'children' applies to the statutory responsibilities for safeguarding and promoting the welfare of all children under the age of 18.

Governing Bodies

Governing bodies and proprietors of all schools and colleges must also ensure that their safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures coordinated by [City and Hackney Safeguarding Children Board \(CHSCB\)](#).

Governing bodies and proprietors should ensure that a member of the governing body is nominated to liaise with the Local Authority and/or partner agencies on matters of child protection and in the event of allegations of abuse made against the Headteacher, Principal or Proprietor.

Governing bodies and Proprietors should appoint a member of staff to the school or college's leadership team to undertake the role of **Designated Safeguarding Lead (DSL)** and ensure there is always cover for this role. The Designated Safeguarding Lead will lead on all safeguarding and child protection issues and liaise with the Local Authority and work with other agencies in line with the statutory guidance Working Together to Safeguard Children 2015.

Working Together to Safeguard Children 2015

This statutory guidance document issued by the Department for Education replaces previous iterations of Working Together to Safeguard Children and covers the legislative requirements and expectations on individual services (including schools) to safeguard and promote the welfare of children.

Local Authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts which make this clear, and this guidance sets these out in detail. This includes specific duties in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989.

Whilst Local Authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 all children to have the best outcomes.

All local agencies, including the police, health services, early years providers and schools, also have a duty to ensure that they consider the need to safeguard and promote the welfare of children when carrying out their functions and are required to cooperate with local authorities to promote the well-being of children. This cooperation should exist and be effective at all levels of the organisation, from strategic level through to operational delivery. Professionals working in agencies with these duties are responsible for ensuring that they fulfil their role and responsibilities in a manner consistent with the statutory duties of their employer.

Governing bodies, management committees or proprietors of the following schools have duties in relation to safeguarding and promoting the welfare of pupils:

- Maintained schools (including maintained nursery schools), further education colleges and sixth form colleges and Pupil Referral Units;
- Independent schools (including academy schools), free schools and alternative provision academies;
- Non-maintained special schools.

In order to fulfil their safeguarding duties these organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- A senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;

- Clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's 'Freedom to Speak Up' review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- Arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- A designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- Appropriate supervision and support for staff, including undertaking safeguarding training:
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- All professionals should have regular reviews of their own practice to ensure they improve over time.

Schools and colleges must also have regard to statutory guidance [Keeping Children Safe in Education \(2016\)](#), which provides further guidance as to how they should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care.

Keeping Children Safe in Education 2016

This statutory guidance document issued by the Department for Education under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This guidance replaces Keeping Children Safe in Education 2015, which replaced:

- Safeguarding Children and Safer Recruitment in Education (December 2006); and,
- Dealing with allegations of abuse made against teachers and other staff 2012.

Throughout the guidance, 'school' means all schools whether maintained, non-maintained or independent schools, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools unless otherwise specified. 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, and relates to their responsibilities towards children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

This document contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside statutory guidance Working Together to Safeguard Children 2015 which applies to all the schools referred to above, and departmental advice What to do if you are worried a child is being abused 2015: Advice for practitioners.

Who this guidance is for:

- Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges.
- The above persons should ensure that **all staff in schools and colleges read at least Part One and Annex A of this guidance.**

What it covers:

Part One – Safeguarding Information for All Staff:

- Safeguarding information for all school staff;
- What school and college staff should know and do to discharge their safeguarding responsibilities effectively;
- Types of abuse and neglect;
- Specific safeguarding issues with clickable links to further guidance on issues including:
 - [Child missing from education](#);
 - [Child missing from home or care](#);
 - [Child sexual exploitation \(CSE\)](#);
 - [Bullying including cyberbullying](#);
 - [Domestic violence](#);

- [Drugs;](#)
- [Fabricated or induced illness;](#)
- [Faith abuse;](#)
- [Female genital mutilation \(FGM\);](#)
- [Forced marriage;](#)
- [Gangs and youth violence;](#)
- [Gender-based violence/violence against women and girls \(VAWG\);](#)
- [Mental health;](#)
- [Private fostering;](#)
- [Preventing radicalisation;](#)
- [Sexting;](#)
- [Teenage relationship abuse;](#)
- [Trafficking.](#)

Part Two – The Management of Safeguarding:

- The management of effective safeguarding processes;
- The responsibility of governing bodies and proprietors in meeting the duty to safeguard and promote the welfare of children as defined in the relevant legislation.

Part Three – Safer Recruitment:

- The creation of a 'safer recruitment' culture and procedures that help deter, reject and identify people who might abuse children;
- Recruitment, selection and pre-employment vetting;
- Types of check;
- Pre-appointment checks;
- Definition of 'regulated activity'.

Part Four – Dealing with Allegations Against Staff:

- Allegations of abuse made against teachers and other staff;
- Duties as an employer and an employee;
- Initial considerations when managing allegations;
- Communication with the Local Authority Designated Officer;
- Supporting those the allegation is made against through the process;
- Managing the situation and exit arrangements;
- Definitions to be used when determining the outcomes of allegations investigations;
- Specific actions.

[What to do if You're Worried a Child is Being Abused 2015](#)

This advisory guidance has been produced to help practitioners identify child abuse and neglect and take appropriate action in response; it replaces the previous version of '*What to do if you're worried a child is being abused*', published in 2006, and complements *Working Together to Safeguard Children* (2015) statutory guidance.

This advice is for anyone whose work brings them into contact with children and families, including those who work in early years, social care, health, education (including schools), the police and adult services. It is relevant to those working in the statutory, voluntary or the independent sector, and applies in relation to all children and young people irrespective of whether they are living at home with their families and carers or away from home.

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015](#)

This advice is non-statutory, and has been produced to support practitioners in the decisions they take when sharing information to reduce the risk of harm to children and young people. This guidance does not deal in detail with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance. This guidance supersedes the HM Government *Information sharing: guidance for practitioners and managers* published in March 2008.

This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis. It might also be helpful for practitioners working with adults who are responsible for children who may be in need.

Ofsted

Ofsted have produced a range of useful publications for schools and others in relation to inspection requirements. A selection is printed below and a comprehensive list is available on Hackney Learning Trust's 'Safeguarding in Education' webpages.

The Common Inspection Framework 2016

The Common Inspection Framework was devised by Her Majesty's Chief Inspector (HMCI) for use from September 2015. It sets out the principles that apply to inspection and the main judgements that inspectors make when conducting inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings.

The Common Inspection Framework is designed to bring together the inspection of different education, skills and Early Years settings to provide greater coherence across different providers that cater for similar age ranges. It ensures more comparability through inspection when children and learners move from one setting to another. It supports greater consistency across the inspection of different remits.

The framework reflects relevant legislation for each type of setting. It is accompanied by an inspection handbook for each of the four remits: early years, maintained schools and academies, non-association independent schools and further education and skills.

Ofsted: Schools Inspection Handbook 2015

This handbook provides instructions and guidance for inspectors conducting inspections under section 5 of the Education Act 2005. It sets out what inspectors must do and what schools can expect, and provides guidance for inspectors on making their judgements and makes specific reference to safeguarding arrangements.

Ofsted: Inspecting Safeguarding in Maintained Schools and Academies 2015

This briefing captures overarching points relating to the inspection of safeguarding practices in schools. It also looks at the relationship between safeguarding and the evaluation schedule as a whole, as set out in the School Inspection Handbook.

Ofsted: Safeguarding in Schools: Best Practice

This report illustrates and evaluates the features of best practice in safeguarding, based on inspection evidence from the 19% of all maintained primary, secondary and special schools, residential special schools and pupil referral units inspected between September 2009 and July 2010 where safeguarding had been judged outstanding. It also draws on a more detailed analysis and evaluation of safeguarding practice in a small sample of outstanding schools visited by Her Majesty's Inspectors.

London Child Protection Procedures

The London Child Protection Procedures set out how agencies and individuals should work together to safeguard and promote the welfare of children and young people. The target audience is professionals (including unqualified staff and volunteers) and front-line managers who have particular responsibilities for safeguarding and promoting the welfare of children, such as Designated Safeguarding Leads, and operational and senior managers, in:

- Agencies responsible for commissioning or providing services to children and their families and to adults who are parents;
- Agencies with a particular responsibility for safeguarding and promoting the welfare of children.

Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need early co-ordinated help from health agencies, schools and education services, LA Children's Social Care, Children's Centres, the private, voluntary, community and independent sectors, including youth justice services.

All agencies and professionals should:

- Be alert to potential indicators of abuse or neglect;
- Be alert to the risks which individual abusers, or potential abusers, may pose to children;
- Share and help to analyse information so that an assessment can be made of the child's needs and circumstances;
- Contribute to whatever actions are needed to safeguard and promote the child's welfare;
- Take part in regularly reviewing the outcomes for the child against specific plans;
- Work co-operatively with parents, unless this is inconsistent with ensuring the child's safety.

Local Safeguarding Children Boards

The Local Safeguarding Board (LSCB) is the key statutory mechanism for agreeing how the relevant agencies in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. The Children Act 2004 requires each local Children Board authority to establish a Safeguarding Board.

The [City and Hackney Safeguarding Board's](#) main functions include (but are not limited to):

- 1(a) Developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:
 - (i) The action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
 - (ii) Training of persons who work with children or in services affecting the safety and welfare of children;
 - (iii) Recruitment and supervision of persons who work with children;
 - (iv) Investigation of allegations concerning persons who work with children;
 - (v) Safety and welfare of children who are privately fostered;
 - (vi) Cooperation with neighbouring children's services authorities and their Board partners;

- (b) Communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so;
- (c) Monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;
- (d) Participating in the planning of services for children in the area of the authority; and
- (e) Undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

CHSCB offer an extensive multi-agency training diary which can be accessed [here](#).

The Picture in Hackney

This section describes the multi-agency response to safeguarding and promoting the welfare of children. It details the joint approach to identifying and supporting children with additional and/or complex needs through effective assessment and outcomes focused interventions.

The [Children & Young Peoples Services Resource Guide for Professionals](#) should be used in determining the level of need that a child may have and consequently ensure the appropriate response; this includes Hackney's Child Wellbeing Framework and Common Support Framework (CSF), information on the processes for children and young people with additional needs, 'Think Family' guidance and information on joint working between Children's Social Care and schools. This guide provides information on how health, early years, education, Children's Social Care, Young Hackney and Adult services should work together to promote and coordinate service delivery for children and families living in the borough.

The Hackney Child Wellbeing Framework focuses upon child and family need, not thresholds for services. It does, however, describe what might be an appropriate approach to responding to child and family need by defining three levels:

- **Universal** – a response by universal services, such as schools and health, often working as an individual agency;
- **Universal and Universal Partnership Plus** – a response by universal services working together in universal settings and sometimes bringing additional targeted resources into a multi-agency partnership plan to both assess and address concerns;
- **Complex/high risk** – a response that requires high level specialist services, often governed by statutory frameworks, to take the lead role. Universal services that meet universal need include schools, Children's Centres, health visiting, school nursing, GPs, play services, Young Hackney, police, housing and the voluntary and community sector.

Some of the targeted services that can support universal services include family support services, First Steps, Young Hackney, SEN, behaviour and educational support, speech and language therapy, short breaks and transition, and voluntary and community services.

When needs are sufficiently intense or numerous to require a Universal Plus or Universal Partnership Plus response, this will often require a written plan as part of the Common Support Framework, Key Worker Action Plan (step across) or a Child and Family Assessment (step down) so that the family and all workers involved are aware what outcomes we hope to achieve, who is responsible for the actions to achieve them and how we will know when we are successful.

When children and families have complex needs or are high risk, specialist support will sometimes be provided by Children's Social Care. These are often situations where the child is at risk because of deficits in parenting or carer capacity. Other specialist services include [Young Hackney](#), [Child and Adolescent Mental Health Services](#) and specialist [Disability Services](#) (social care and/or health).

The Common Support Framework

In recognition of the potential for a variety of professionals to be working with children, young people and their families it is understood that barriers and delays could occur. Consequently, the Common Support Framework (CSF) is Hackney's response to providing the most appropriate, effective and integrated support to families in the most efficient way possible. It incorporates elements of, and learning from, the Common Assessment Framework (CAF) and places the emphasis upon delivery plan(s) and outcomes rather than information gathering and duplicate assessments. It is designed to ensure that for children and families in Hackney there is 'no wrong door' in relation to accessing the most appropriate service and aims to eliminate unnecessary bureaucracy for practitioners.

The CSF consists of three interlinking elements:

- **Multi-Agency Information Form;**
- **Assessment of need;**
- **Delivery and review plans.**

Hackney is committed to the principle of working in partnership to ensure that administrative boundaries do not negatively affect the provision of appropriate services to children, young people and families and has endorsed the Pan-London CAF Protocol.

For further information contact: fast@hackney.gov.uk

If you need to send to a secure email address please send to: fast@hackney.gov.uk.cjsm.net or fast@hackney.gcsx.gov.uk

Alternatively you can telephone 020 8356 5500 to make a referral or seek advice, call 020 8356 2710 if out of hours.

Supporting Children with Additional Needs

The majority of children and families will not require any additional formal support, but for those who do, a discussion at the school-based and led Multi-Agency Planning (MAP) and review forum would be the first step unless it is evident that there are child protection concerns which need an immediate referral to Children's Social Care.

Most schools refer to this school-led forum as their Multi Agency Planning (MAP) meeting. It is a process to support the Special Educational Needs Coordinator (SENCO) in managing the identification, coordination and review of support and interventions for pupils with additional needs.

The MAP is a high level planning meeting where the school and partners work together to prioritise, implement and review universal and targeted support arrangements. This is so the SENCO does not have to do this alone but with the benefit of other perspectives from representatives of key partner agencies. For some pupils the MAP will help to identify an intervention strategy. This will involve identifying which agency or agencies should come together to develop an action plan detailing who is to do what and when.

Often this will involve a [Pastoral Support Plan \(PSP\)](#) which is a school-based, young person-centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. They are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term exclusions.

Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment.

In most cases, following review, these interventions will be sufficient to make progress towards the identified outcomes. However, there are some children who because of personal, family or environmental factors will be unable to benefit from these early responses. Meeting their greater needs may require more comprehensive approaches and possibly more creative solutions. There is also a need to ensure that as more services are involved with a young person, different agency responses do not overlap, duplicate or conflict.

For primary aged children with additional needs, if after reviewing the interventions, the school believes the child needs additional support, they can refer, with parental consent, to a [Multi-Agency Team](#) (MAT) for under 5's or [Children and Young People's Partnership Panel](#) (CYPPP) for children 6 and above via a referral to the First Access and Response Team. To refer, e-mail a CSF or Multi-Agency Information Form to fast@hackney.gov.uk. If you need to speak with someone about a referral to FAST, please call 020 8356 5500 and 020 8356 2710 if out of hours.

Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

Children have said what they need from adults and professionals with a responsibility to safeguard them:

- **Vigilance:** to have adults notice when things are troubling them;
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them;
- **Respect:** to be treated with the expectation that they are competent rather than not;
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans;
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- **Support:** to be provided with support in their own right as well as a member of their family;
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views.

Hackney Learning Trust

In 2002, The Learning Trust was established as the first private, not-for-profit company in the UK to takeover and transform a council's entire education function, and we are proud to say we did just that. Currently 91% of primary pupils, 98% of secondary pupils and 100% of special school pupils attend an outstanding or good school in Hackney.

In 2012, after a decade of substantial improvements The Learning Trust was incorporated back into Hackney Council and is now known as Hackney Learning Trust. We continue to sell our services on a not-for-profit basis and now work with over 350 schools across the UK.

We have 500 professionals working across 21 specialist service areas, ranging from Teaching and Learning, Inclusion, Educational Psychology to IT. Our teams include ex - Headteachers, curriculum experts, specialist consultants, and school business and administration experts.

For further information please see [Hackney Learning Trust's website](#) for a list of services available to the sector.

HLT Safeguarding in Education Team

The Safeguarding in Education Team (SET) offer a range of supportive services to Schools and Colleges, Early Years settings and Childminders across the London Borough of Hackney.

Safeguarding audits:

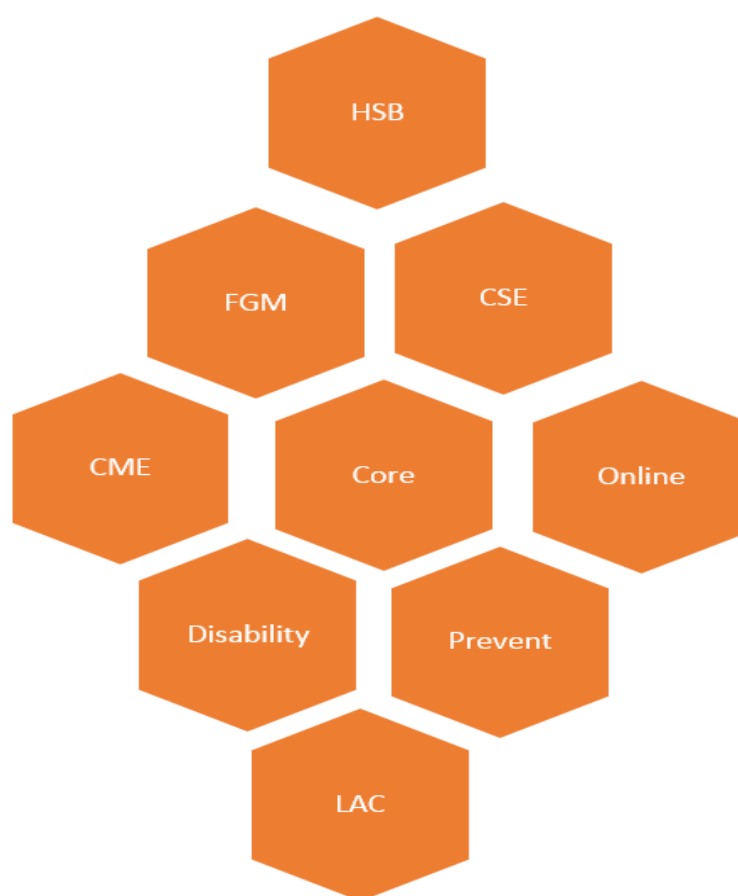
SET staff can support school's auditing function. There is a comprehensive Auditing Tool that is designed to help schools clearly articulate their arrangements to safeguard children and promote their welfare and drive improvements in practice.

Safeguarding training:

SET also offer safeguarding and child protection training for staff in a range of settings and at a range of levels. Safeguarding and child protection training is mandatory for all school staff and it is expected that this training takes place every two years; staff must also receive an update at least yearly (this can take the form of a training session, briefing or email update). The SET will issue a Safeguarding Update for DSLs once per term.

SET have developed a modular approach to training, meaning that schools can select from a range of training materials to suit their particular training needs including:

- Core Safeguarding Training;
- Designated Safeguarding Lead Training;
- Safeguarding Training for Governors ;
- Online Safety;
- Child Sexual Exploitation;
- Harmful Sexual Behaviour;
- Neglect;
- Female Genital Mutilation;
- Safeguarding Disabled Children;
- Domestic Abuse and Violence;
- The Prevent Duty;
- Hackney Wellbeing Framework.



All training delivered by Hackney Learning Trust SET will be evaluated and effectiveness monitored.

Schools may choose to deliver training themselves. As a minimum HLT would expect that the training is delivered by a suitably experienced and qualified trainer and covers the following:

- School's statutory responsibilities to safeguard and promote the welfare of children;
- Definitions of safeguarding and child protection;
- Reference to statutory guidance including Keeping Children Safe in Education;
- A description of 'significant harm';
- The four categories of harm, including signs, symptoms and indicators;
- Information on Child Sexual Exploitation, Female Genital Mutilation, Children Missing Education, Online Safety and the Prevent Duty;
- Actions to be taken by staff;
- The role of the Designated Safeguarding Lead;
- Referral pathways to Children's Social Care and/or additional support;
- Reference to the school's Safeguarding Policies;
- Safe practice and allegations against staff.

There is flexibility for schools in the duration of safeguarding training for school staff, however, HLT would expect that the training is no shorter than 3 hours. There should be a culture of continuous learning and improvement across organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice.

Safeguarding and Child Protection policies:

SET can help you develop and/or ensure your safeguarding policies are up to date with current legislation, guidance and good practice models. Annex 4 provides a Safeguarding and Child Protection Policy template schools can adopt.

Safeguarding advice and guidance:

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

School's Responsibilities for Safeguarding and Child Protection

This section sets out specific expectations for schools in relation to discharging their safeguarding and child protection responsibilities. It will describe effective policies and procedures and provide links to the most up-to-date legislation, statutory and non-statutory guidance. There is practical guidance in relation to the production, keeping and transference of Child Protection files and a description of processes to ensure children get the right help at the right time.

The Role of the Governing Body

The Governing Body has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. This applies to all school settings including maintained schools, academies and free schools.

Section 175 of the Education Act 2002 places a duty on the governing body of schools and regulations under section 157, about safeguarding pupils in Independent schools (which include academies) requires academy trusts to have arrangements in place to ensure they:

- Carry out their functions with a view to safeguarding and promoting the welfare of children; and
- Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

In addition, the Education and Inspections Act 2006 places a duty on governing bodies of maintained schools to promote the wellbeing of pupils at the school, including protection from harm and neglect.

Governing Bodies must decide for themselves how they organise their strategic and monitoring functions, although a Named Governor for Safeguarding is expected. There is an expectation that all governing body members will undertake training in safeguarding children and child protection to ensure they have the relevant knowledge and skills to discharge their statutory responsibilities effectively.

The Role of the Headteacher

Headteachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Headteachers must ensure that sufficient resources and time are afforded to DSLs and other staff to discharge their responsibilities, including taking part in Strategy Discussions and other inter-agency meetings including Child Protection Conferences and the contribution to the assessment of children.

The Role of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead (DSL) is defined in the statutory guidance [Keeping Children Safe in Education 2016](#). Schools must ensure that an appropriately trained DSL and/or Deputy DSL is available at all times (for the purposes of this document both roles are now referred to as the DSL). This person should be given sufficient support, supervision, training and resources to provide support to other staff on child welfare and child protection issues.

Please see Annex 1 for guidance for DSLs relating to what 'safeguarding specific' support and supervision should comprise of.

Responsibilities of the DSL Include (but are not limited to):

- Ensuring the London Child Protection Procedures and the agency specific safeguarding & child protection policy and procedures are accessible to all staff, volunteers and parents;
- Keeping staff updated with current procedures and practice, ensuring all new and temporary staff receive the necessary training to enable them to carry out their safeguarding and child protection responsibilities;

- Referring any concerns as soon as they arise to Children's Social Care in line with the London Child Protection Procedures;
- Ensure that the social worker is informed of any concerns if the case is allocated;
- Monitoring the attendance and the development and wellbeing of children who are the subject of Child Protection Plans;
- Alerting senior management to any deficiencies which are identified in the schools arrangements to safeguard and promote the well-being of children;
- Being a source of advice and expertise on child protection matters to all staff at the point of need;
- Promoting good practice and effective communication internally between different sections, departments, disciplines and services and externally between agencies on all matters relating to the protection of children;
- Ensuring arrangements are in place for safeguarding & child protection for all involved in providing services to children and families and vulnerable adults who are parents and/or who may pose a risk to children;
- Ensuring that all staff are trained to be made aware of the definitions of abuse so that they will be sufficiently aware to identify children at risk of harm;
- Ensure that teachers, including head teachers, safeguard children's wellbeing and maintain trust in the teaching profession as part of their professional duties;
- Inform the Designated Officer (DO) of any allegations in the absence of the head teacher;
- Maintain accurate and secure child protection records;
- Ensuring there are regular audits of child protection files to ensure records are up to date and that agreed action plans are being implemented;
When a child transfers school, ensuring that complete records are sent to receiving school;
- Referring children who are missing from education, i.e. where a family has moved and no request for school records have been received. Any unexplained absences of 10 days or more to be referred to the School Attendance Service.

Please see Annex 2 for a Knowledge and Skills Framework self-assessment for DSLs. This self-assessment tool will enable DSLs to explore their strengths and any areas for improvement in the safeguarding knowledge and practice.

The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

DSL Annual Report to Governors

The Annual Report to Governors is a statutory requirement and applies to maintained schools, academies and independent schools. The annual report should be compiled by the DSL with oversight from the Headteacher. It provides an opportunity for schools to monitor compliance with relevant legislation and statutory guidance, highlight issues and plan for improvements.

The report is an opportunity for the Governors to discuss safeguarding and child protection at a strategic level. After being scrutinised by the governing body a copy of the report should be filed with the minutes of the meeting. The report should include:

- The period covered;
- Name of the author and date presented to Governors;
- Names of the Designated Safeguarding Lead(s);
- Training record for all staff;
- Audit of relevant policies and review dates;
- Number of families referred for Early Help (including under the Common Support Framework)

- Number of referrals made to CSC (with information regarding the nature of the referral);
- Number of meetings attended by type: Strategy Meeting, Initial Child Protection Conference, Core Group Meeting, Child Protection Review Conference, Core Group Meeting, Multi Agency Team Meetings or Children and Young People Partnership Panel Meetings;
- Number of pupils subject to a Child Protection Plan;
- Number of pupils subject to a Child in Need Plan;
- Number of pupils in Local Authority Care;
- Number of allegations against staff and outcomes of investigations;
- Comparative analysis from previous years.

This report should facilitate an ongoing discussion across the school about continuous improvement in relation to safeguarding children and promoting their welfare.

Safeguarding and Child Protection Policies

Governing bodies and proprietors should ensure there is an effective Safeguarding and Child Protection Policy in place together with a staff behaviour policy (sometimes called the Code of Conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media.

Both should be provided to all staff, including temporary staff and volunteers, on induction. The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.

Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. Headteachers and principals should ensure that the policies and procedures adopted by Governing Bodies and Proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

It is therefore essential that schools develop a robust and practically useful policy framework to assist staff in discharging their responsibilities and ensuring effective practice to safeguard and promote the welfare of children.

In developing a Safeguarding and Child Protection Policy, Hackney Learning Trust would expect, as a minimum, that the policy covers:

- The schools ethos and approach to promoting the welfare of children and protecting them from harm;
- Definition of Safeguarding;
- Definition of Child Protection;
- Definitions of the categories of harm;
- The Prevent Duty;
- Children Missing Education;
- Child Sexual Exploitation;
- Female Genital Mutilation;
- Online Safety;
- The role of the Designated Safeguarding Lead;
- Actions for staff concerned about a child;
- Referral pathways;
- Managing allegations against staff, including allegations against the Headteacher;
- Managing allegations of abuse amongst pupils;
- Information sharing and confidentiality;
- Record keeping;
- The Hackney Wellbeing Framework;
- Safer Recruitment practice and the use of DBS checks;
- Access and egress including visitors to the school;
- Safeguarding messages to children and young people;
- Safeguarding messages to parents and carers;
- Reference to other safeguarding policies, including Attendance, Behaviour and Anti-Bullying policy;
- Reference to Keeping Children Safe in Education 2016, Working Together 2015, What to do if you're Worried a Child is Being Abused 2015 and Information Sharing Guidance for Practitioners 2015.

| See Annex 3 for a Safeguarding and Child Protection Policy Checklist.

Schools are afforded some flexibility in setting out a Safeguarding and Child Protection Policy that is tailored for, and appropriate to, their specific needs and pupils. The Safeguarding in Education Team at Hackney Learning Trust can offer support and guidance in this area. Please see Annex 4 for a Model Policy that can be adopted by schools or used as a basis to draft a Safeguarding and Child Protection Policy.

Record Keeping and Child Protection Files

Record keeping is an integral part of effectively safeguarding and promoting the welfare of children. Accurate and up-to-date records are essential for a number of reasons:

- It helps schools identify causes for concern at an early stage;
- Often it is only when a number of seemingly minor issues are taken as a whole that safeguarding or child protection concerns become clear;
- It helps schools to monitor and manage its safeguarding practices;
- It will help to evidence robust and effective safeguarding practice in any Inspection or Serious Case Review.

Schools and colleges should have clear and explicit procedures that ensure they have accurate pupil records; the purpose of this is to ensure that all child protection information is kept in an appropriate, useful and secure manner. This guidance should be read in conjunction with the following documents:

- [Children & Young People's Services Resource Guide for Professionals;](#)
- [Keeping Children Safe in Education \(2016\);](#)
- [The London Child Protection Procedures \(5TH Edition\);](#)
- [Working Together to Safeguard Children \(2015\);](#)
- [What to do if You're Worried a Child is Being Abused \(2015\);](#)
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services \(2015\).](#)

[New Learning from Serious Case Reviews \(2012\)](#) identified the need for improved record keeping and information sharing, both within and between agencies. Poor practice highlighted by successive Serious Case Reviews includes:

- Failing to act on and refer the early signs of abuse and neglect;
- Failing to listen to the views of the child;
- Failing to re-assess concerns when situations do not improve;
- Poor record keeping;
- Sharing information too slowly;
- Lack of challenge to those who appear not to be taking action.

Good record keeping, is therefore essential in safeguarding and child protection work, particularly with regard to children who are subject to a Child Protection Plan or have been identified as having additional vulnerabilities including children with disabilities and those Looked After by the Local Authority.

What Records Should be kept?

Not all concerns about a child will result in a referral to Children's Social Care, however, a record should be made of any worry, suspicion or behaviour that gives staff cause for concern about a child.

Even if the information does not appear to be significant on its own, it could contribute to a 'jigsaw' picture of abuse that should not be ignored. If there hasn't been a single incident that causes concern, be specific about what it is that makes you feel worried – What have you seen? What have you heard? What has been said to you? - when thinking about what information to record.

If a child has made a disclosure or allegation of harm, abuse and/or neglect a record must always be made. In such circumstances care must be taken to use the child's own words in order to make as accurate a record as possible. Records should be factual, using clear and straightforward language; avoid using specialist or agency specific jargon which another agency may not understand. Professional opinion can be given, but needs to be supported by stating the facts and observations upon which the opinion is based.

Records of concerns/incidents must be made as soon as is practicably possible and certainly within 24 hours. They must contain the following information:

- Date and time of the incident;
- The location the incident took place;
- Name and date of birth of the child(ren) concerned;
- A factual account of what happened;
- As full account as possible of what the child said (include the words spoken by the child where possible);
- A record of any questions put to the child and their responses;
- The demeanour of the child;
- A note of any other people involved e.g. as witnesses;
- Action taken, and any future plans e.g. monitor/review, referral to CSC;
- Details of any other agencies informed;
- Date and time of the record being made;
- Job title of the person making the record;
- Printed name and signature of the person making the record.

It is recommended that a standardised forms be used by staff to record information/concerns as this can ensure that essential information is not overlooked and it is important to give as much detail as possible. Examples are included in this document:

- Annex 5 Observation Form;
- Annex 6 Cause for Concern Form;
- Annex 7 Chronology Sheet.

Ideally, logs of incidents, disclosures and allegations should be typed. Any handwritten notes made immediately after the event should be clearly legible and written in ink, they should not be destroyed even if the details are later recorded more formally and securely attached to the Child Protection Concern Form used by the school.

Child Protection Files

A Child Protection File must be started for a child as soon as the school is aware of any child protection concerns about that pupil. This may arise in a number of ways:

- A member of staff raises a concern about the safety or welfare of a child;
- A child makes a disclosure or allegation;
- Information is passed to the school by a previous school attended by the pupil;
- The school is alerted by another agency (e.g. Police, Health or Children's Social Care) of child protection concerns about a child.

Each Child Protection File must have a front sheet which records the child's name, date of birth, address and information about family members, please see Annex 8 for an example. It is good practice to cross reference files to ensure consistency and accuracy.

If a child has more than one Child Protection File this should be noted on each file should be dated and the number of volumes should be indicated e.g. January 2010, Vol. 1 of 3.

The Child Protection File must contain:

- A record of any concerns raised by staff;
- Copies of any referrals by the DSL to Children's Social Care or another agency;
- Any child protection information received from the child's previous school(s) or other agencies;
- Notes and minutes of any Child Protection Conferences and Core Group Meetings where the child is subject to a Child Protection Plan;
- A detailed chronology, updated on a regular basis.

All records of child protection concerns, disclosures or allegations must be treated as sensitive information and should be kept securely and separately from the child's general school records.

Information can be treated as confidential by the school, meaning that staff working with the child, for example a teacher, teaching assistant or pastoral support worker can be informed if it is necessary for them to effectively support the child. Staff must be informed of the sensitive nature of the information and be mindful of confidentiality in any subsequent conversations.

How to store Child Protection Files

Each school must have a secure filing system for child protection records. The Child Protection File should contain all reports, notes and correspondence referring to a child and should be kept in one secure place, for example, a locked filing cabinet in the Headteacher or Principal's office. Files on extended family members should be kept together and cross-referenced. This filing system should be maintained by, and accessed via, the Designated Safeguarding Lead.

An identifying note or symbol should be placed on the cover of the child's school file, indicating that there is also a Child Protection File relating to the child. All staff who may need to consult a child's school file should be made aware of what the symbol means, and to consult with the DSL if they see this symbol. This should also serve as a reminder when transferring the Child Protection File to another school or college.

Child protection records may also be stored electronically. Schools must ensure any information is confidential by applying the appropriate privacy and password settings. The same principles apply to electronically stored records as written records.

If any information is removed from a file this must be recorded. The record should indicate who removed it, the rationale for removing it and where that information is now stored. The DSL must be informed of any changes to a child protection record.

Access to Child Protection Files

Any child who has a Child Protection File has the right to access their personal record, unless there is a valid reason to withhold it, for example, if to do so would put the child at significant risk of harm, would affect their safety or well-being, or would be likely to prejudice an ongoing criminal investigation.

Parents/carers (those with parental responsibility in law) are also entitled to see their child's Child Protection File, on behalf of their child, with the same exceptions as to the child's right to access. If a parent makes a request to access the file on the child's behalf, it must be done in writing to the Headteacher. An older child may be entitled to refuse access to their parents.

The school report to the Child Protection Conference should be shared with the parent(s) in consultation with the child's Social Worker before the conference takes place unless this puts the child at further risk. The school should take advice about information sharing the file with parents/carers from Legal Services at London Borough of Hackney if they have particular concerns about doing so.

Access to the information on file for the school staff team should be on a 'needs to know' basis and this should be decided by the DSL. It would be unlikely that every member of staff needs to know the details of a case, however, the closer the day-to-day contact with the child a staff member has, the more likely they need to know an outline of the case in order for them to better support and safeguard the child. If a staff member is given information about a child in his/her professional capacity and the person giving that information believes it will be treated securely, and that belief is reasonable, then the recipient of the information will be under a duty to maintain confidentiality.

Care should be taken to ensure all identifying information of any third party is removed from the copy of the record to be shared. The names of any other children, other than the pupil who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf).

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors. Where such a request is made, it is best to seek the advice of Legal Services at London Borough of Hackney or the school's own legal adviser.

Conversations between Designated Safeguarding Leads at different schools (e.g. sharing concerns or asking for information about sibling groups) are acceptable. Where possible, consent from parents should be sought before a conversation takes place with any other agency.

Auditing Child Protection Files Kept by the School

The Designated Safeguarding Lead should, as good practice, carry out an audit of the school's Child Protection Files to ensure that adequate records are being kept in an appropriate manner. This must happen at least once per academic year though good practice would be to undertake this function once per term.

The audit should cover the following:

- Facing sheet with name, address, DOB, family members' names,
- Address and contact number of appropriate worker from Children's Social Care (if the child is subject to a child protection plan this should include the allocated Social Worker);
- Identifying note or symbol on child's regular school file;

- File cross-referenced with other family members, if appropriate;
- Cross reference to additional files, if appropriate (e.g. Pastoral Support Plan, Personal Education Plan);
- Chronology updated and complete;
- Records and notes typed or written in legible handwriting;
- Incident date (including year), time, place;
- Name, address and DOB of child(ren) concerned recorded on each form;
- Factual outline of incident/concern/allegation/disclosure;
- Opinion substantiated, if given;
- Clear names, job titles of all staff involved;
- Signature, printed name, job title of person making record;
- Note of action taken, and with whom information was shared;
- Note of any referral or contact made with Children's Social Care.

Transferring Child Protection Files

When a pupil transfers from one school to another, their Child Protection File must be forwarded to the new school without delay, in all cases this should take no longer than five school days.

When a file is to be transferred a 'Record of Child Protection File Transfer' sheet should be completed and attached to the Child Protection Files.

Any Child Protection File should be sent, with the transfer sheet, in a sealed envelope separate from the regular school file. Care must be taken to ensure confidentiality is maintained at all times and the transfer process is as secure as possible. In all circumstances schools should use a recorded delivery service or a postal tracking service.

If a child leaves the school and you have not been informed where the child's new school will be, contact your School Attendance Officer immediately as this might be a missing child or a Child Missing from Education. If the child is subject to a Child Protection Plan, or if there are current child protection concerns, contact Children's Social Care immediately.

Where a parent/carer elects for home education and there may be pre-existing safeguarding concerns they should be detailed on the Elective Home Education (EHE) pro forma and the [Hackney Learning Trust Elective Home Education protocol](#) followed.

If a child from a Traveller, Roma or migrant family has a Child Protection File, information from the Child Protection File must be passed to a named person within the Local Authority in which they are based if their whereabouts are known. If the child is missing from education, the Children Missing from Education Manager will need to be notified. If the child is subject to a Child Protection Plan, Children's Social Care should be notified immediately.

Where a pupil of 16+ years is known to transfer to an FE College, the file should be sent to that college. FE Colleges are strongly advised to contact the previous school if they have concerns about a young person and are not in receipt of a Child Protection File.

The Retention of Child Protection Files

When a child with a child protection file reaches statutory school leaving age, the last school or FE College attended should keep the Child Protection File until the child's 25th birthday. Arrangements need to be made to ensure the secure storage of Child Protection Files for this period. It should then be securely and confidentially destroyed.

Schools should maintain records of which Child Protection Files have been destroyed and who authorised their destruction. This record should include:

- File reference (or other unique identifier);
- File title (or brief description);
- Number of files;
- The name of the authorising officer;
- Date action taken;
- This should be kept in a secure database.

Safeguarding Actions

If, as a result of their regular contact with a child or young person, a member of staff is concerned regarding the safety and/or welfare of a child, they have a responsibility to pass their concerns to the school's Designated Safeguarding Lead (DSL) without delay. The DSL will need to make a professional judgement about what action needs to be taken, in accordance with the national and local guidance; it is also possible to consult with Hackney Learning Trust's Safeguarding in Education Team. In deciding whether an incident and/or information should be recorded as a 'note of concern' or progressed as a child protection referral, advice can be sought from Children Social Care's First Access and Screening Team (FAST) on **0208 356 5500**

For all staff it is good practice to always consult with the DSL regarding child protection concerns, prior to contacting Children's Social Care, however, Working Together to Safeguard Children 2015 is clear that any member of staff can make a referral directly to Children's Social Care.

It is important to make it clear to pupils that any disclosure will be treated sensitively and that information may need to be shared with other professionals if it is considered necessary to protect the child or someone else from harm. It is good practice to provide this information to children when they start at the school and to reiterate this at the start of every academic year. An open approach to safeguarding responsibilities helps create a safe space for children and young people.

It is important to inform parents that a referral to Children's Social Care has been made, unless it is determined that by doing so it would place the child or a staff member at increased risk. The City and Hackney Safeguarding Children Board have produced a universally adopted referral form (please see Annex 9 for a copy) and this should be used when making a written referral. A copy of the referral form must be kept by the school in the Child Protection File.

Information Sharing

Effective sharing of information between professionals and agencies is essential for effective identification, assessment and service provision.

Early sharing of information is the key to providing effective early help where there are emerging problems. In other circumstances sharing information can be essential in ensuring effective child protection services are in place and children are protected.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

- All organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB; and
- No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's safety and/or welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority Children's Social Care.

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers \(2015\)](#) supports frontline practitioners, working with children and young people, who have to make decisions about sharing personal information on a case by case basis. The advice includes the 'Seven Golden Rules' for sharing information effectively and can be used to supplement local guidance and encourage good practice.

The [7 Golden Rules for Information Sharing](#) can be useful when making decisions:

- 1: Remember that the Data Protection Act is not a barrier to sharing information;**
- 2: Be open and honest;**
- 3: Seek advice;**
- 4: Share with consent where appropriate;**
- 5: Consider safety and well-being;**
- 6: Is the information to be shared necessary, proportionate, relevant, accurate, timely and secure;**
- 7: Keep a record.**

Referrals to Hackney Children's Social Care

Any concerns that potentially require a safeguarding or child protection referral should be discussed initially within the school between the Designated Safeguarding Lead and the concerned member of staff. This conversation should consider thresholds for intervention as detailed in the Hackney Child Wellbeing Framework. The Safeguarding in Education Team at Hackney Learning Trust may also be consulted.

Following this conversation, a consultation and/or a referral may be required as a course of action, contact the First Access and Screening Team (FAST) directly. A qualified Social Worker or social work manager will discuss what action may be necessary to meet the child or young person's needs. This conversation will determine what threshold is met and/or if signposting to another agency is required.

The content and quality of referrals is vital if children are to receive the right help at the right time; it is important to give as much information in order to inform decision making and to ensure that any assessment is as comprehensive and accurate as possible. All good referrals give an appropriate amount of information and context to secure an evidence based decision, which must be made within 24 hours of the initial referral to FAST.

Referrals can be made by telephone in the first instance but should also be followed up in writing via the Multi-Agency Referral Form (See Annex 9). If the Common Support Framework tool was used or implemented a copy should be attached.

Helpful information to include in a referral:

- Have you considered the levels of intervention? (see the Hackney Wellbeing Framework);
- Have you added telephone numbers of the families and professionals known to be involved, enabled timely access and organisation of visits being arranged?
- Are you aware if the family have any communication requirements either as a result of a disability, cognitive functioning, English as an additional language or literacy skills?
- Have you or colleagues undertaken any recent assessments in relation to the family, especially Common Support Framework (CSF) or single agency documents that could and should contribute to progressing the matter appropriately?
- Are all the families' details including dates of birth, names, addresses and other household members recorded correctly?
- Are your contact details and any other relevant agencies clearly stated?
- Are you clear about what information and events have contributed to the making of this referral?
- Have you clearly outlined in your professional opinion what you think the risks and needs are that are presenting at this time?

- What strategies have you put in place to date to endeavour to resolve these issues, reducing need and mitigating against risk?
- Why do you think that a Children's Social Care referral is appropriate and required at this time in your professional opinion and do you have colleagues that agree?
- If you have an immediate concern have you recorded your evidence for this and why you think the child or young person is currently unsafe?
- Are you clear about the child or young person's current location and can you describe what they were wearing when last seen and what they said when last spoken to?

Once a referral has been made it is essential that the DSL contact CSC within 3 working days if they have not received confirmation and/or feedback. If the referrer disagrees with a decision made by CSC they can refer to the [City and Hackney Safeguarding Board's Escalation Policy](#).

It is also important that schools re-refer children and families if concerns persist or escalate or if new information comes to light.

Please see Annex 10 for a flowchart of actions to be undertaken when a child has been, or is likely to have been, significantly harmed.

Children educated in Hackney who live 'Out of Borough'

The same principles apply to children living out of Hackney, however, referrals to CSC should be made to the Borough within which the child or children are resident in. It is good practice for DSLs to have an up to date list of children living out of Borough and contact details for CSC in those boroughs.

Child Protection Procedures once a referral has been made

This section describes the processes Children's Social Care follow in partnership with others if and when necessary. Further information can be found in [Working Together to Safeguard Children 2015](#).

Emergency Protection Order (EPO)

An emergency protection order is an order from the court that allows the child to be removed from home if the child is in imminent danger, and grants parental responsibility to the local authority. The court must be satisfied that there are extremely persuasive reasons to make the order. An emergency protection order lasts up to eight days, but can be extended once, for a maximum of seven days.

Police Powers of Protection

Police powers of protection can be used without reference to a court, and is only used in emergency situations where a delay in an EPO may put a child at risk.

Strategy Discussions and Meetings

When there are concerns that a child may be at risk of significant harm, CSC will talk to partner agencies about the child. CSC – together with the Police Child Abuse Investigation team – will decide if the threshold for a child protection investigation (see Section 47 below) has been met. If it has, they will also decide who should carry out the investigation – CSC and the police (joint agency) or the police alone (single agency). This may be done at a meeting or as telephone conversations, depending on the nature and urgency of the enquiries.

Section 47 Investigations

A Section 47 enquiry (refers to Section 47 of The Children Act 1989) means that CSC must carry out an investigation when they have 'reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm'. The enquiry will involve an assessment of the child's needs and the ability of those caring for the child to meet them. The aim is to decide whether any action should be taken to safeguard the child. The child's parents/carers will be interviewed, as well as the child (unless the child is too young). The assessment will also include information from the child's school, doctor and other professionals.

This means that if you and your school:

- Are asked, by the police or CSC – as part of a Section 47 investigation – for information about a child or their family, you must share all relevant information;
 - You and your school may also take part in the child protection processes, including taking part in meetings and conferences) and provide an important information sharing and monitoring role.
- [Initial Child Protection Conference](#)

A Child Protection Conference is convened when concerns exist that children are suffering, or may be at risk of suffering, significant harm. At Conferences information about the children and their parent's capacity to safely care for them within the context of wider family support and their environment, will be shared and analysed. Judgments will be made about the likelihood of children suffering significant harm in the future and decisions will be made about what action is needed to safeguard and promote their welfare. This is a multi-agency meeting chaired by an independent, qualified and experienced social worker referred to as an [Independent Chair](#).

The purpose of the conference is to:

- Share information;
- Assess if the child is likely to suffer significant harm, which category of harm, and whether the harm is due to the care they are receiving;
- Decide if the child needs a Child Protection Plan;
- Devise an outline multi-agency protection plan;
- Identify an allocated worker from within CSC and a core group of professionals from other agencies to work with the family to make detailed plans and to implement the plan.

The child's parents will always be invited to attend, unless there is real risk of harm to those attending the conference. The child or young person should always be invited unless there are specific reasons not to, such as a risk of violence.

If you are invited to attend you need to prepare a verbal and written report on your involvement, if asked. This report should focus on the child, and identify the family's strengths, difficulties and the areas of concern. At the conference you will be asked for your views on the need for a protection plan, and your comments will be recorded if they disagree with the view of the conference. Everyone present should receive minutes of the meeting. This is a confidential document and must be stored securely.

The Core Group

A Core Group is a team of key professionals and family members. They are responsible for developing the day-to-day details of the care plan produced by the conference, putting the plan into practice, allocating tasks as appropriate and reporting back to the next conference on progress made. They must meet within 10 days of the initial conference and at least every eight weeks after that. Core group meetings usually take place in the family home, children's centre or the school, and all present should receive a record of the meeting. The meetings may include professionals from adult/other services, family members and the child if they have sufficient understanding.

Review Child Protection Case Conferences

Review child protection case conferences assess progress on the protection plan and may decide that there has been enough progress and a protection plan is no longer needed. The first review is held within three months of the initial conference and at least every six months after that. It is vital that you continue to attend these meetings as an involved professional, to ensure multi-agency decision-making.

Ending a Child Protection Plan

If CSC decide to end a Child Protection Plan at a review conference, they may still want to continue to offer services to the child and their family. In this case the child would need a Child in Need plan. These plans also involve agencies working together and are regularly reviewed. There is no statutory timeframe but best practice suggests a review every six months.

Ending Children's Social Care involvement

Sufficient progress on a child protection plan may mean that there is no longer a role for CSC. In this case a review conference will take place to determine ongoing support. CSC should inform partner agencies in writing. Partner agencies may continue to be involved and offer services using the [Team Around the Child/Family](#) process.

Safer Recruitment Practices

Vetting, Barring and DBS Checks

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. School or college should have written recruitment and selection policies and procedures in place. The [School Staffing Regulations](#) require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Governing Bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: Disclosure and Barring Service checks, Barred List checks and Prohibition checks together with references and interview information.

For most appointments, an Enhanced DBS Certificate, which includes Barred List information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;
- Engage in intimate or personal care or overnight activity, even if this happens only once.

Disclosure and Barring Service (DBS) checks.

The DBS is responsible for administering three types of checks (see Annex 11 for more information):

- **Standard:** a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings;
- **Enhanced:** a check of the PNC records as above, plus other information held by the police that is considered relevant by the police; and
- **Enhanced:** which will automatically include barred list information: for people working in regulated activity with children.

More information is available on the [DBS website](#).

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college. For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity.

In a school or college, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department of Education has published separate [statutory guidance on supervision and regulated activity](#) which schools and colleges should have regard to when considering which checks should be undertaken on volunteers.

When the DBS has completed its check a DBS certificate is sent to the applicant. The applicant must show the certificate to their potential employer before they take up post or as soon as practicable

afterwards. Alternatively, if the applicant has subscribed to it and gives permission, the school or college may undertake an online update check through the [DBS Update Service](#).

If a school or college allows an individual to start work in regulated activity before the DBS certificate is available then it must ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

No further checks are required for any staff unless the person has a break in service of more than three months. However, a school or college may request an enhanced DBS check with barred list information should there be any concerns.

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of pre-employment checks. Further information can be found in [Keeping Children Safe in Education 2016](#).

12 Steps to Safer Recruitment

Before you release your post:

1. Ensure that you have an up to date recruitment and selection policy that describes the process and roles before you begin;
2. Ensure that your school has a safeguarding and child protection policy and that a statement about the school's commitment to safeguarding is included in all recruitment and selection materials;
3. Ensure that you have an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed by the senior leadership team and HR;
4. Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding;
5. Ensure that you have compiled a suitable candidate pack containing all the required information about the school, role recruitment timetable, safeguarding policy/statement and application form;

Before you interview:

6. Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview;
7. Ensure that all appropriate checks have been undertaken on your shortlisted candidates including references and DBS checks;
8. Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with the necessary information;

Before you select your preferred candidate:

9. Ensure that a face-to-face interview is conducted for all shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description;
10. Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied on the application form;

Before you formally appoint:

11. Ensure that you are able to make a confident selection of a preferred candidate based upon their ability to demonstrate their suitability for the role;
12. Ensure that your preferred candidate is informed that the offer of employment (including volunteers) is conditional on receiving satisfactory information from all necessary checks, references and completion of a probationary period.

The City and Hackney Safeguarding Children Board has published a set of [Safer Recruitment Minimum Expectations](#), applicable to all organisations. Schools should refer to this guidance. Further information on Safer Recruitment practices is also available in '[Towards Safer Organisations](#)', published by the NSPCC.

The Single Central Record

Schools and colleges must keep a [Single Central Record](#), it must log all safer recruitment check and must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children and young people; and
- For independent schools, including academies and free schools, all members of the proprietor body;
- All staff who are employed to work in the school;
- All staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency;
- All volunteers who have regular contact with children. This will include governors who work as volunteers;
- People brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out and certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- Further checks on people living or working outside the United Kingdom;
- A check of professional qualifications;
- A check to establish the person's right to work in the UK.

Details of the records that must be kept are contained:

- For maintained schools, in Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) Amendment Regulations 2013 for pupil referral units through the Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007;
- For independent schools, (including academies and free schools and alternative provision academies and free schools), under the Education (Independent School Standards) Regulations 2014;
- For colleges, in the Further Education (Providers of Education) (England) regulations 2006.

If a school or college has concerns about an existing staff member's suitability to work with children, it should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, the school or college is not required to request a DBS check or barred list check. The only requirement for those appointed before March 2002 is that they must have been Barred List checked.

Managing Allegations against Staff Members

Governing bodies and proprietors should ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the designated officer(s) at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

There are three identifiers in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against a child 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 to children.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In the first instance, the Headteacher or principal, or where the Headteacher or principal is the subject of an allegation, the chair of governors, chair of the management committee or proprietor of an independent school (the 'case manager') should immediately discuss the allegation with the [Designated Officer \(DO\)](#) (previously known at the Local Authority Designated Officer or LADO) The purpose of an initial discussion is for the DO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

The DO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the DO in order to help determine whether police involvement is necessary

For further information in relation to managing allegations against staff schools must refer to [Keeping Children Safe in Education 2016](#) and follow the [guidance issued by London Child Protection Procedures and City and Hackney Safeguarding Children Board](#).

Please see Annex 12 and 13 for flowcharts relation to allegations.

Whistleblowing

Hackney Learning Trust is committed to working in open, honest and with integrity, to this end the [London Borough of Hackney's Whistleblowing Policy](#) has been adopted.

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:

- Criminal activity;
- Miscarriages of justice;
- Danger to health and safety;
- Damage to the environment;
- Failure to comply with any legal or professional obligation or regulatory requirements;
- Bribery;
- Financial fraud or mismanagement;
- Negligence;
- Breach of our internal policies and procedures (including the Council's Codes of Conduct for Employees and Members, Standing Orders, Regulatory Framework, Financial Regulations);
- Unauthorised disclosure of confidential information; or
- The deliberate concealment of any of the above matters.

A whistle blower is a person who raises a genuine concern relating to any of the above. If you have any genuine concerns related to suspected wrongdoing or danger affecting any of our activities (a whistleblowing concern) you should report it under this policy. All staff should be aware that whistleblowing comes with a high level of legal protection and can be used when there are concerns about the safety and welfare of children and young people accessing educational provision.

Further Safeguarding Information

Looked After Children

The Children and Families service in Hackney looks after approximately 250 children and young people at any one time. About 7 out of 10 children go home within six months. Children are mainly looked after if there are serious concerns for their welfare and cannot live with their birth families. The local authority are not responsible for bringing up children and do not provide care requested because of disagreements between parents and their children.

Most children looked after are in foster care or with other members of their extended family. For a small number of young people their needs are best met in specialist residential care.

For younger children in care for whom there is little or no prospect of them returning home, adoption will be considered. In all cases where children are looked after by the local authority, care and permanency arrangements are matched to the child's individual needs.

For more information see [fostering](#), [adoption](#) and [residential care](#)

Other local authorities sometimes place their looked after children in foster homes within Hackney. Whenever another local authority does this they must inform us. All notifications of looked after children placed in Hackney should be sent to: fast@hackney.gcsx.gov.uk

More information on [services available to looked after children placed in Hackney \[pdf, 363.93Kb\]](#)

Leaving Care service

This service is available to young people aged 18 plus who have been looked after by the Local Authority for a certain amount of time. Help is given to the young person with independent living skills, career advice and training and educational opportunities. The leaving care worker keeps in touch with the young person and especially when they have no family members to help and support them. For young people who go on to full time education, support can be given until they are 25yrs, if appropriate.

Online Safety

Online safety is defined as being safe from risks to personal safety and wellbeing when using all fixed and mobile devices that allow access to the internet, as well as those that are used to communicate electronically.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into five areas of risk: content, contact, conduct, commercialisation and communities

Content is defined as:

- Exposure to illegal, inappropriate or harmful material including online pornography; ignoring ages ratings in games (exposure to violence, often associated with racist language); substance abuse and 'revenge porn';
- Lifestyle websites, for example pro-anorexia, self-harm or suicide sites;
- Extremist sites;
- Content validation: how to check authenticity and accuracy.

Contact includes:

- Being subjected to harmful interaction with other users;
- Grooming;
- Online bullying in all forms;
- Identity theft, including hacking social networking profiles and sharing passwords.

Conduct is defined as:

- Personal online behaviour that increases the likelihood of, or causes, harm;
- Privacy issues, including disclosure of personal information;
- Digital footprint and online reputation;
- Health and wellbeing (amount of time spent online);
- Sexting (making, sending and receiving personally intimate images, also referred to as self-generated indecent images);
- Copyright (regard for intellectual property and ownership including film and music).

Commercialisation is defined as:

- The influences that access to online commercialised products can have on children and young people. For example, the early normalisation of sexualised behaviour.

Communities is defined as:

- Communities of like-minded individuals with a mutual interest in specific issues. For example, On-line Gaming. The pre-existing mutual interest in such activity often creates a strong sense of rapport and can facilitate or accelerate grooming under the guise of friendship.

It is therefore important for schools to develop mechanisms that develop children's resilience to managing these issues safely and effectively.

This means ensuring that children and young people are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others. This includes personal computers, laptops, mobile phones and games consoles such as Xbox, Playstation and Wii.

The aim of promoting online safety is to protect young people from the adverse consequences of access or use of electronic media, including from bullying, inappropriate sexualised behaviour or exploitation.

Ofsted issued an [inspection briefing for schools](#) in relation to online safety in 2014; here online safety is described as the schools ability to:

- Protect and educate pupils and staff in their use of technology, and;
- Have the appropriate mechanisms to intervene and support any incident where appropriate.

The framework for inspection is grounded in the [Byron Review](#) and concentrates of three main areas of risk for children – Content, Contact and Conduct.

Good practice in relation to online safety includes:

- All staff have a shared responsibility for online safety and it is seen as a key priority across the staff team;
- Online safety issues are taught in an age-appropriate way across the curriculum, including taught time and assemblies;
- A strong curriculum plan for online safety is in place;
- Senior leaders, governors, staff, children and families are all involved in writing and reviewing online safety policies;
- 'Managed systems' including effective monitoring and filtering are maintained by the school;
- Online safety training is made available for staff and it is monitored for impact;
- Effective and consistent recording and reporting mechanisms are maintained.

A useful self-assessment tool is the [360 Safe](#) by South West Grid for Learning. Many schools have used this to great effect when developing and embedding safer practices for children and staff accessing online content.

Filters and Monitoring

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

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- [UK Safer Internet Centre: appropriate filtering and monitoring](#)

Guidance on e-security is available from the [National Education Network](#). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training Governors and proprietors should ensure that as part of the requirement for staff to undergo regularly updated safeguarding training 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. Information and support.

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

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org

- www.pshe-association.org.uk
- www.educateagainsthate.com
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Hackney Learning Trust has developed a range of supporting materials and Acceptable Use Policy templates, please see Annex 15 for further information.

The Prevent Duty: What it Means for Schools

In order for schools to fulfil 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' and childcare providers' 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.

Schools can also build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should 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.

The Prevent duty is entirely consistent with schools' existing responsibilities and should not be burdensome. Ofsted's revised Common Inspection Framework for Education, Skills and Early Years, which came into effect on 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings.

[The Common Inspection Framework](#) and handbooks are available on GOV.UK. [The statutory guidance on the Prevent duty](#) summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

[Online Prevent training](#) is available to all staff, volunteers and parents/carers.

Channel Process

Channel is an early intervention multi agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time. Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues.

The Channel Panel is chaired by the local authority Head of Safer Communities, and includes the Police, statutory partners, where appropriate to collectively assess the risk to an individual and decide whether an intervention is necessary. Lead safeguarding professionals will be invited on a case by case basis. If a Channel panel is required, the Panel works with local partners to develop an appropriate individualised support package to reduce risks to the individual and reduce the risk of extremism.

Anyone can make a referral to Channel. Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel Coordinator and local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

If you have concerns that a child/young person you are working with is becoming radicalised or groomed into violent extremism please contact one of the following:

Make a direct referral to Children's Social Care via the First Access & Screening Team FAST@hackney.gov.uk or telephone 020 8356 5500/4844.

Alternatively the following individuals can provide guidance and support in making the most appropriate referral:

Lisa Aldridge, Service Manager, Safeguarding and Independent Reviewing: Lisa.Aldridge@hackney.gov.uk or 020 8356 6164.

Brendan Finegan, Service Manager, Youth Justice: Brendan.Finegan@hackney.gov.uk or 020 8356 1107.

Paull Kelly, Head of Wellbeing and Education Safeguarding: Paul.Kelly@learningtrust.co.uk or 020 8820 7325.

For consultations about referrals to the Channel process please contact Tracey Thomas, Prevent Coordinator: Tracey.Thomas@hackney.gov.uk or 020 8356 8104.

[Online Channel Process training](#) is available to all staff, volunteers and parents/carers.

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register.

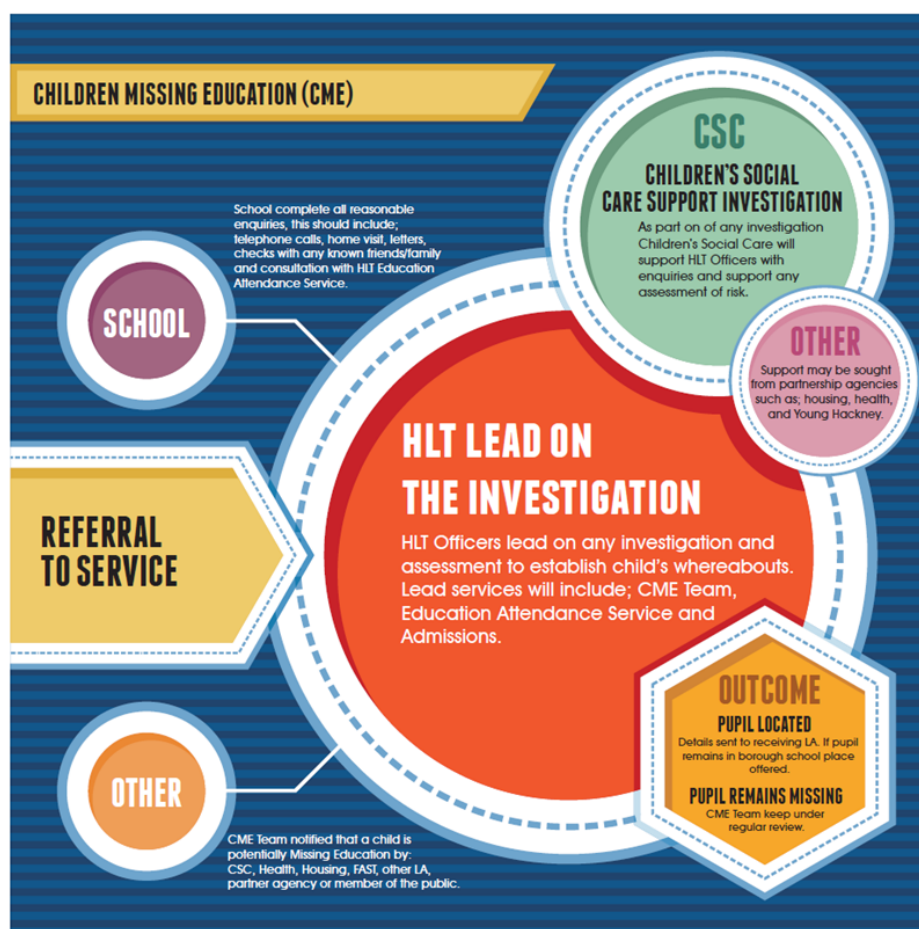
All pupils must be placed on both registers. All schools must inform [Hackney Learning Trust Children Missing Education Team](#) of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

- Have been permanently excluded.

Hackney Learning Trust must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify (Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006) children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform Hackney Learning Trust of any pupil 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, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)



No Need to Exclude

Hackney Learning Trust's good practice guide 'No Need to Exclude' provides a reference point for all dedicated actions that have an impact on our children and young people's wellbeing, including our approach to managing pupils' behaviour.

Through this strategy we provide a directory of approaches and interventions, which we encourage and support our schools to consider.

Our specific strategy is to work towards the position where the needs of all young people are addressed, and where schools no longer feel the need to exclude given the continuum of provision and support available to enable them to meet pupil needs.

You can find out more about the strategy on the following pages:

- [Overview of the No Need to Exclude Strategy](#)
- [Framework for promoting the social and emotional wellbeing of the whole school community](#)
- [Exclusion and alternatives to exclusion: a continuum of provision](#)
- [Pyramid of approaches and interventions](#)

Elective Home Education

Elective Home Education (EHE) is the term used by the Department for Education to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by a Local Authority or education provided by a Local Authority other than at a school. It is recognised that parents may choose home education for a variety of reasons.

Parents are responsible for ensuring that their children receive a suitable education. Hackney Learning Trust (HLT) recognises that parents have the right to choose to educate their child at home rather than at school. Where parents choose to home educate, HLT consider it to be desirable for parents and the LA to work together, recognising each other's rights and responsibilities and establish and maintain a positive dialogue in the interests of the child to ensure that a high quality education is received and children are safeguarded. The LA supports positive engagement through identifying a range of opportunities for families to access via their website.

Many families make a pro-active decision to home educate. Such families usually provide an extremely high standard of education for their children. However, some families may feel that electing for home education is the only available option when it appears that school issues cannot be resolved or where personal circumstances mean that attending school regularly is problematic. The Local Authority EHE team aims to support families in these situations to ensure families understand the implications of the child no longer being on a schoolroll, for example having to take qualifications as an external candidate, and the lack of school places for young people during GCSEs.

Where young people are entering EHE during Key Stage 4, particular attention will be given to ensuring appropriate learning pathways are discussed with relevant parties. There is an expectation that clear plans will be in place for achieving recognised qualifications at age 16 and securing progression to post 16 learning or employment with training, and, recognising the vulnerability of becoming NEET ("not in education, employment or training") for young people who exit school at this late stage. This might include opportunities to continue to take examinations in school.

Schools and EHE

If parents inform schools they are considering home education, it is important that schools and parents are fully appraised of the expectations and implications of home educating before committing to making this important decision. HLT recommends that parents are given contact details and advised to seek

advice from the HLT's EHE Team before formally asking the school to remove the child from the school roll.

Schools must not seek to persuade parents to educate their child at home, nor would it be recommended for parents to elect to educate their children at home as a way of solving a perceived or ongoing problem for a school.

In these situations both the school and parents should be able to obtain advice and support from HLT's EHE Team. Support for the family may for example, be offered through the HLT's Restorative Justice Service and Re-engagement Team where families are considering home education as means of addressing wider unmet needs or unresolved issues. HLT hopes that the schools will explain to the family that delegated funding from the school may be used to pay for 'Alternative Provision' as long as the young person remained on roll, however there is no funding once a child or young person is removed from the school roll.

Parents need to be aware that where there are places available at FE colleges for home educated 14-16 places; whilst these places are limited in number, they are funded directly by the Education Funding Agency therefore do not require funding from the school.

When parents are opting to home educate due to a breakdown in relations between the school and family, there should be a presumption that mediation will be explored prior to a final decision being made on whether to remove the child from the school roll and that the LA can be engaged in that process.

The LA would expect all Hackney schools to have had a discussion with parents, signposting them to support and guidance before making any formal decision.

To contact the Elective Home Education Team please email:

ElectiveHomeEducation@learningtrust.co.uk or 0208 820 7284



Licensing for Children Taking part in Performances and Regulated Child Employment

The child performance licensing and activities legislation sets out the arrangements that must be made to safeguard children when they take part in certain types of performances, paid sport or paid modelling.

The legislation sets out what the law requires of people responsible for putting on performances with children, or engaging them in paid sport or paid modelling (in the rest of this document paid sport and paid modelling are referred to as 'activities'). The relevant primary legislation is Part II of the Children and Young Persons Act 1933 and Part II of the Children and Young Persons Act 1963.

Streamlined and simplified regulations, the Children (Performances and Activities) (England) Regulations 2014, came into force on 6 February 2015. The regulations are self-explanatory, so the government does not intend to set out detailed explanation of each of the provisions.

In accordance with the legislative framework under the Children and Young Person Act 1963/S47, under section 37 of the 1963 act, a licence must be obtained before a child can take part in certain types of performance and activity. The Child Performance and Activities licensing legislation 2014 is a new framework for the hours children can perform and outlines the breaks they must have, the regulations revoke and replace the Children (performances) regulations 1968.

Please see Annex 17 for an application form for children involved in performances and employment.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where children and young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Multi-Agency Sexual Exploitation Meetings

The Hackney Multi-Agency Sexual Exploitation (MASE) Group has been established to develop a detailed overview of both child sexual exploitation (CSE) and harmful sexual behaviour (HSB) within the borough and to use this profile to inform multi agency work priorities including the development of appropriate prevention and intervention strategies.

The MASE focuses primarily on young people under the age of 18 years; however the group will also consider cases of young people up to the age of 25 years who are care leavers or young people with learning difficulties receiving services from Young Hackney.

The group will aim to reduce the risk to children and young people at risk of, or experiencing sexual exploitation or at risk of demonstrating harmful sexual behaviour, by building an understanding of the links between victims and perpetrators, identifying emerging themes and trends, and using these to inform diversionary measures and interventions.

[CHSCB](#) have produced supplementary information to guide working practices in the borough regarding Child Sexual Exploitation.

Harmful Sexual Behaviour

It is recognised that sexual exploration and experimentation are a normal part of childhood development and as such these procedures recognise that some children do engage in age-appropriate behaviours as part of natural childhood sexual development; such sexual activity is essentially characterised by mutuality and consent and it is not intended that such behaviours fall within the remit of these procedures. For further guidance on healthy, concerning/problematic or harmful sexual behaviours (HSB) please refer to the [Brook Traffic Light Tool](#).

Work with children and young people who abuse others, including those who sexually abuse/offend, should recognise that such children are likely to have considerable needs themselves, and that they may pose a significant risk of harm to other children. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

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

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

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.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commenced in October 2015 these procedures remained when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police, or CSC if FGM is suspected.

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.

Domestic Abuse and Violence

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

What is MARAC?

A [Multi-Agency Risk Assessment Conference or MARAC](#) as its commonly known is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, probation, health, child protection, housing practitioners, Independent Domestic Violence Advisors (IDVAs) / Domestic Abuse Prevention Advocates (DAPAs) and other specialists from the statutory and voluntary sectors. The primary focus of the MARAC is to safeguard the adult victim. After sharing all relevant information they have about a victim, the representatives discuss options for increasing the safety of the victim and turn these into a coordinated action plan involving all necessary agencies. The victim does not attend the meeting but is represented by an IDVA or DAPA who speaks on their behalf.

A young person should be referred to the Hackney MARAC if they are aged 16 or over, reside in Hackney and are at **high risk** of domestic violence from their partner, ex-partner or family member, regardless of gender or sexual orientation. If the person is 16 or 17 you must copy the MARAC referral to Children and Young People Services at fast@hackney.gov.uk.cjsm.net / fast@hackney.gov.uk

MAPPA

These multi-agency meetings are designed to protect the public, including previous victims of crime, from serious harm by sexual and violent offenders. They require the local criminal justice agencies and other bodies dealing with offenders to work together in partnership in dealing with these offenders. They were established by Criminal Justice Act 2003 which provides for the establishment of [Multi-Agency Public Protection Arrangements](#) ("MAPPA") in each of the 42 criminal justice areas in England and Wales.

Multi-Agency Public Protection Arrangements (MAPPA) are a set of statutory arrangements to manage the risk posed by the most serious sexual and violent offenders.

The responsible agencies for MAPPA are the police, prison and probation services in each local area. These agencies have a statutory duty to ensure the effective risk assessment and management of identified offenders and to share information for MAPPA purposes.

A number of other agencies have a duty to co-operate including:

- Local Authority Social Services;
- Primary Care Trusts, other NHS Trusts and Strategic Health Authorities;
- Jobcentre Plus;
- Youth Offending Teams;
- Registered Social Landlords who accommodate MAPPA offenders;
- Local Housing Authorities;
- Local Education Authorities;
- United Kingdom Borders Agency;
- Electronic Monitoring providers.

Annex 1: Designated Safeguarding Lead Supervision Guidance

This guidance has been written by Hackney Learning Trust Safeguarding in Education Team to aid schools and academies in fulfilling their responsibilities under the statutory guidance Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016) alongside Ofsted: Inspecting Safeguarding in Schools (2015) and a recommendation from a Serious Case Review undertaken by City and Hackney Safeguarding Children Board in providing supervision to Designated Safeguarding Leads.

There is a statutory expectation that supervision is provided to all staff that are working directly and regularly with children whose safety and welfare are at risk, including all those in maintained schools, non-maintained schools and independent schools. For practitioners involved in day-to-day work with children and families, effective supervision is important to promote good standards of practice and to support individual staff members. Supervision should help to ensure that practice is soundly based and consistent with the LSCB and organisational procedures.

Lessons from Serious Case Reviews have found that 'Supervision is essential to help practitioners cope with the emotional demands of work with children and their families which has an impact at all levels of intervention' (DCSF: 2008).

Vanessa George and the events at Little Ted's Nursery

On 1st October 2009, Vanessa George admitted to taking hundreds of photographs of herself abusing infants whilst she was working as a nursery nurse in Little Ted's nursery. George had been working at the nursery since September 2006, was the deputy SENCo and was considered to be a trusted member of staff. She had worked in childcare in various roles for 10 years and had not come to the attention of police or other statutory agencies prior to her arrest.

Following her conviction, a Serious Case Review was carried out. The report found that there were 22 members of staff who worked at the nursery at the time of George's arrest though none of them formally raised any issues of concern about her practice or the management of the setting, despite staff becoming increasingly concerned about a change in Vanessa George's behaviour and her increasingly sexualised references. An absence of proper staff supervision meant they did not have a formal opportunity in which they could raise these concerns: 'Supervision by a competent supervisor may have provided a forum where, within a safe environment, these feelings could have been aired.' (Plymouth Safeguarding Children Board. March 2010).

What is 'supervision'?

Formal supervision has been around for many years in Social Work, therapy and counselling; it is a regular, planned and accountable two-way process which offers support to develop the knowledge, skills and values of an individual, group or team. Its purpose is to develop professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.

Supervision in relation to safeguarding children is distinct from performance management as it provides an opportunity to discuss sensitive issues, any concerns raised and develop a supportive environment. Formal supervision of this nature should facilitate oversight and pooling of the schools knowledge in relation to particular children and ensure effective coordination of responses. Bringing information from a range of sources within the school together can help identify patterns and reduce the risk of multiple identifiers being seen in isolation.

Who benefits from supervision?

The main beneficiary of supervision should be the **children who attend your school and their families**. Effective supervision ensures the delivery of efficient and safe care through regular professional support and case discussion. It supports staff to be consistent in their approach, vigilant and effective in their practice to safeguard children. This should translate into a safe and supported environment for children.

For the employee, supervision provides professional one to one or group support mechanism and a 'safe space' away from the direct work environment to discuss case concerns, workload, progress, their professional role and the emotional impact of working with safeguarding cases. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly whilst successes are acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the school which in turn, increases job satisfaction and professional efficacy. It also supports increased staff retention which ensures continuity of care for children.

For the employer, communication between staff and management is improved, allowing for full discussion of the school's responsibilities and priorities. Effective supervision helps develop motivated, confident employees who understand the principles of safe practice and can mentor and support each other more effectively in the school. Staff are more focussed and efficient, knowing their individual priorities which increases productivity. Staff are clear about their responsibilities, what policies and procedures should be followed including when they have concerns about either their own or others' practice including responding to allegations against staff members.

Qualities of a 'good' supervisor

Supervision is most effective and positive for individuals and organisations if it is carried out by the 'right' person. Supervisors should be competent, perhaps gaining skills through a management training programme, specific supervision training or shadowing a more experienced supervisor. They need to be clear about their role and responsibilities and on where to access additional advice when they need it.

Supervisors are often line managers of staff. Traditionally a supervisor will have responsibility for the day to day oversight of staff and the work they do, as well as conducting regular supervision meetings and yearly appraisals with the staff members they supervise. However, it is vital that school management give careful consideration to how a supervisory mechanism would work best; it may be that group supervision would work best with DSL and deputies meeting as a team. It is also important to consider 'matching' who is the most appropriate person to supervise each member of staff. For example, if there are known tensions between individual members of staff, it is going to be difficult to achieve a positive, trusting supervision relationship for either member of staff.

Some of the skills of a 'good' supervisor are:

Honesty; accountability; challenging; trustworthy; supportive; diplomatic; empathic; reliable; competent; good time keeping skills; interested; responsible; non-judgemental.

The aim of supervision is to allow staff and their supervisors to:

- Discuss and challenge concerns, issues or difficulties;
- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Review work and workload;

- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;
- Explore the understanding of school philosophy, policy and practice;
- Ensure every child's safety and wellbeing;
- To maintain an accurate and agreed record of professional progress.

The Rights and Responsibilities of a Supervisee:

- To receive effective and sensitive supervision;
- To be treated in an anti-discriminatory manner;
- To have their feelings and opinions recognised;
- To raise issues of concern about their own practice and that of their colleagues;
- To learn from mistakes and seek advice if they are unsure;
- To be listened to and receive appropriate professional support;
- To be briefed about changes;
- To commit to regular supervision and understand its value.

Supervision Contracts:

Every supervisor should make a written contract/agreement with their supervisees taking into account:

- Frequency of supervision sessions;
- Approximate length of sessions;
- Location of sessions;
- Main areas for discussion/agenda items;
- Confidentiality issues;
- Agreement regarding notes, when they will be produced and by whom;
- Procedure for complaints and/or reconciling differences.

Why should Supervision be recorded?

- To record what was discussed and actions agreed;
- To record any differences or disagreements;
- To benchmark and audit the quality of supervision;
- To evidence staff development.

At the end of each session, or as soon as possible thereafter, both supervisor and supervisee should sign and date the supervision notes to confirm its accuracy and both should keep a copy. The supervisor's copy may be kept in a supervision file or personal staff file.

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work but there needs to be clarity as to what will happen to information discussed if it raises concerns about the practice of a particular member of staff or a child. Accordingly, any supervision policy must be compatible with the safeguarding children, allegations against staff and confidentiality policies within the school.

Supervision Checklist

General Issues

- Do you have a supervision policy?
- Does your supervision policy include:
- Frequency;
- Location;
- Duration;
- Who will write the records;
- Where the supervision record be kept;
- What to do in the event of a disagreement.

For each supervision session

- Agenda - what needs to be discussed and actions from the previous supervision session;
- Ensure you have suitable paperwork on which to write a record;
- Check whether there are going to be any unavoidable interruptions – this should be avoided if at all possible to ensure the supervisee benefits as much as possible from the sessions;
- Any future dates for supervision should be agreed so both the supervisor and supervisee are aware in advance.

Supervision Record:

Date of supervision

Name of Supervisor

Name of Supervisee

Date and time agreed for next meeting

Agenda standing items.....

Specific additional agenda items:

Supervisor

Supervisee

Both the supervisor and supervisee should sign and date the end of this record to confirm its accuracy.

AGENDA ITEM

ACTION(ED BY)

Annex 2

Knowledge and Skills Framework for Designated Safeguarding Leads – Self Assessment

In completing this self-assessment, Designated Safeguarding Leads are advised to consider all current and previous experience when considering their ratings. The completed self-assessment should be discussed and completed with the Line Manager and used for personal and professional development in the role. Following this discussion, key learning needs should be agreed. These learning needs (where the rating is 3 or less) should be included in the Professional Development Plan (PDP) detailing how these needs will be met.

Identities:	
Name of Designated Safeguarding Lead:	Other roles:
Name of Line Manager:	School:
Date of Self-Assessment:	Date of Review:

Ratings guide – there are two areas to rate yourself, level of Confidence and Competence:

Confidence Scoring:	Competence Scoring:
1. I need to focus a lot here	1. Novice
2. Feel I need to pay more attention here	2. Requires improvement
3. Feel ok in less complex situations	3. Steady progression
4. Feel comfortable without excelling	4. Capable
5. Happy with progression	5. Good
6. Fully confident	6. Outstanding

Statement 1: Relationships and effective direct work	Confidence	Competence
How able are you able in establishing effective relationships with children, young people and families?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to use your professional capacity to enable meaningful participation of others?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you at gathering the information to address the relevant risk factors to inform your direct work with families?	1 2 3 4 5 6	1 2 3 4 5 6
How well can you assist children and families in times of transition or difficulty, recognising and responding to the different reasons why this may be happening?	1 2 3 4 5 6	1 2 3 4 5 6

Statement 2: Communication	Confidence	Competence
Are you able to speak and listen to children of all ages and abilities in a range of different circumstances including through observing and understanding the meaning of their behaviours?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you at allowing the voice of the child, young person and the family members to remain central throughout intervention?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to remain professional and respectful when responding to others who may be angry, hostile and resistant?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you in adapting your approach when interacting with parents, carers and family members to promote their insight into the child/ young person's needs and to encourage changes to their own behaviour?	1 2 3 4 5 6	1 2 3 4 5 6
How skilful are you in producing well written, evidenced and jargon free reports and case recordings which provides clear analysis and actions that are accessible (where appropriate) to both families and professionals?	1 2 3 4 5 6	1 2 3 4 5 6

Statement 3: Child Development	Confidence	Competence
How able are you to observe and talk to children in different settings to understand the quality and context of their different relationships?	1 2 3 4 5 6	1 2 3 4 5 6
How skilled are you in identifying the typical age-related child development when working with children and young person with a wide range of differing care needs?	1 2 3 4 5 6	1 2 3 4 5 6
How skilled are you at understanding the social, cultural environment and system that the children and young person is placed within?	1 2 3 4 5 6	1 2 3 4 5 6
What is your ability to promote the resilience of children and young people when taking into consideration adversity factors which can act as barriers for them? (This includes the effect of different parenting styles, loss, change and parental lifestyle issues)	1 2 3 4 5 6	1 2 3 4 5 6
How able are you at adapting your practice in response to issues that may impact upon a child's development and engagement? (Including communication difficulties, ill health and/or disability)	1 2 3 4 5 6	1 2 3 4 5 6

Statement 4: Adult mental health, substance misuse,	Confidence	Competence
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domestic abuse, physical ill health and disability		
How skilful are you in identifying the impact of an adult's own needs on the family functioning and in particular the effect on children, including those who are young carers? (Including mental ill health, substance misuse, domestic abuse, physical ill health and disability)	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to work collaboratively with and to coordinate other professionals and organisations to increase the access and support provided to the families facing these difficulties?	1 2 3 4 5 6	1 2 3 4 5 6
Are you able to identify early any concerning adult behaviours to reduce the risk of significant harm to children?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to recognise and differentiate between the complex needs of both vulnerable adults and vulnerable children, while ensuring that you remain child focused?	1 2 3 4 5 6	1 2 3 4 5 6

Statement 5: Abuse and neglect	Confidence	Competence
How do you rate your ability to both receive and share information with partner agencies to ensure the welfare of the children?	1 2 3 4 5 6	1 2 3 4 5 6
What level of skill do you have in recognising the early and longer term indicators of harm and risk indicators of different forms of harm to children?	1 2 3 4 5 6	1 2 3 4 5 6
What level of skill do you have in considering the possibility of child sexual exploitation, grooming, female genital mutilation, forced marriage and online safety?	1 2 3 4 5 6	1 2 3 4 5 6
What level of skill do you have to assess the behaviours of potential perpetrators who could pose a risk to others including those of children?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to contribute to an investigation of disclosures or allegations of significant harm in consultation with other professionals and practice supervisors?	1 2 3 4 5 6	1 2 3 4 5 6

Statement 6: Child and family assessment	Confidence	Competence
How able are you to carry out family assessments of children with particular emphasis on parental capacity?	1 2 3 4 5 6	1 2 3 4 5 6
What is your level of skill in using evidence based tools to inform your analysis and decision making in assessments? (Such as observations, PEPs, IEPs and Behaviour Management)	1 2 3 4 5 6	1 2 3 4 5 6
How able are you at taking into account individual child and family history, and how this might affect the ability of adults and children to engage with services and to change?	1 2 3 4 5 6	1 2 3 4 5 6
How able are you to hold an empathic position when exploring and writing about the difficult social circumstances of families so that your practice and that of others does not stigmatise or isolate these families?	1 2 3 4 5 6	1 2 3 4 5 6
What is your level of skill in dealing with those who may be resistance to change, ambivalent or selective with their cooperation to ensure next steps can be taken to protect children?	1 2 3 4 5 6	1 2 3 4 5 6

Statement 7: Analysis, decision making, planning and review	Confidence	Competence
How able are you to establish the seriousness of different risk factors and any harm already suffered by a child to predict future harm?	1 2 3 4 5 6	1 2 3 4 5 6
How skilful are you at providing solutions to children and/or families to help resolve the difficulties they face and to achieve successful change?	1 2 3 4 5 6	1 2 3 4 5 6
What is your level of expertise in testing out multiple hypotheses about what is happening in families and to children while being open to continued challenge or changes in evidence?	1 2 3 4 5 6	1 2 3 4 5 6
What is your level of skill in producing smart, child centred care plans with multi-disciplinary input?	1 2 3 4 5 6	1 2 3 4 5 6
How skilful are you in ensuring that alternative interventions are identified and plans reviewed in a timely manner?	1 2 3 4 5 6	1 2 3 4 5 6

Annex 3

Safeguarding and Child Protection Policy Checklist:

In developing a Safeguarding Children and Child Protection Policy HLT would expect the following as a minimum.

Subject:	Policy includes:	Actions:
KCSiE 2016		
Safeguarding definition		
Child Protection definition		
Significant Harm definition		
Definitions categories of harm		
Prevent Duty		
Children Missing Education		
Child Sexual Exploitation		
Female Genital Mutilation		
Online Safety		
Role of Designated Safeguarding Lead		
Actions for staff		
Referral pathways		
Messages to CYP		
Messages to Parents/Carers		
Allegations against staff		
Allegations against Head		
Allegations against pupils		
Hackney Wellbeing Framework		
Safer Recruitment and DBS Checks		
Reference to other policies including Attendance, Behaviour, Bullying and Online		
Visitors to school/setting		

Schools have the opportunity to develop a policy that is tailored to their setting and must adhere to local guidance from CHSCB and the statutory guidance Keeping Children Safe in Education 2016.

Annex 4

Insert School's Crest/Logo

Safeguarding and Child Protection Policy

Safeguarding and Child Protection Policy 2016/17

School

Head Teacher

Named Designated Safeguarding Lead(s)

Note: All schools must appoint a member of the senior leadership team to coordinate safeguarding arrangements.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor

Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom

Dates of Safeguarding Audits

Review Date	Changes made/Details of action plan	Due Date	By Whom

Introduction

Everyone at (insert name of 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, to prevent concerns from escalating. Our school staff form part of the wider safeguarding system for children. Our school will work with social care, the police, health services and others services to promote the welfare of children and protect them from harm.

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

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2016\)](#), [Working Together to Safeguard Children \(2015\)](#) and [London Child Protection Procedures \(5th Edition\)](#).

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

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

Our School's Commitment

(Insert name of school) is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

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

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

We as a school recognise that:

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

Our Approach to Safeguarding Children

Supporting Children and Working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for the child;
- (Insert name of school) recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents;
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.

Information about Safeguarding for Pupils

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

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

Partnership with Parents

The school shares a purpose with parents and carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

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

Partnerships with Others

(Insert name of school) recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Identifying children who may have been significantly harmed

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

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

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

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

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

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caretakers);
- Ensure access to appropriate medical care or treatment;

- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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

All staff must read and follow the statutory guidance for schools and colleges including Annex A; [Keeping Children Safe in Education \(2016\) – Part One: Safeguarding information for all staff](#).

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

All School Staff must immediately Report

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

Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents or other 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 DSL and make a contemporaneous record using clear, straightforward language.

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

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the Cause for Concern Form (Appendix 2);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to refer 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 \(2015\)](#), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The school will ensure:

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

Pupil Information

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

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

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

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

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

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

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

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Make an immediate referral to Hackney Children's Social Care's First Access and Screening Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children's Social Care's First Access and Screening Team](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children's Social Care's First Access and Screening Team (FAST), decide:

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

OR

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

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

Action following a Child Protection referral

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

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

Dealing with Disagreements and Escalation of Concerns

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

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

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

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

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

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

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

Providing a safe and supportive environment

Safer Recruitment and Selection

- (Insert name of school) pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2016\) – 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).

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

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

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

Safe Practice

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

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;

- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Positive Handling

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

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

School Training and Staff Induction

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

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

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

Support, Advice and Guidance for Staff

Staff will be supported by (insert name of the Designated Safeguarding Lead (DSL) and their deputy). The DSL will be supported by (insert e.g. school manager, nominated governor, mentoring arrangement with other designated person).

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

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

See Appendix 4 – Key Contacts for Child Protection Issues in Hackney

Roles and Responsibilities

Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the [5th Edition of the London Child Protection Procedures](#) and the statutory guidance [Keeping Children Safe in Education 2016](#) 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;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher ;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

Our Head Teacher will ensure that:

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

Our Designated Safeguarding Lead(s) will:**Referrals**

- Refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- Have knowledge of the [CHSCB Escalation Policy](#), the [Designated Officer](#) (DO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

Raising Awareness

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

All staff and volunteers will:

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

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

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

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

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

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

Initial Action by person receiving or identifying an allegation or concern

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

Initial Action by the Headteacher

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

Subsequent Action by the Headteacher (or designated person)

- In consultation with the DO 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 DO;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the DO whether a referral to the DBS should be made.

See Appendix 6 and 7 for further information.

Further Information on Safeguarding Issues

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

Bullying

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

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

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

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

Online Safety

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

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

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

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

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

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 some safeguards in place.

To protect pupils we will:

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

Children Missing from Education

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

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

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Children who harm others

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

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

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

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

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

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

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research suggesting](#) 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;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Female Genital Mutilation

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

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

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

FGM Mandatory Reporting Duty

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

Preventing Radicalisation and Extremism

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

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

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

Extended School and Off-Site Arrangements

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

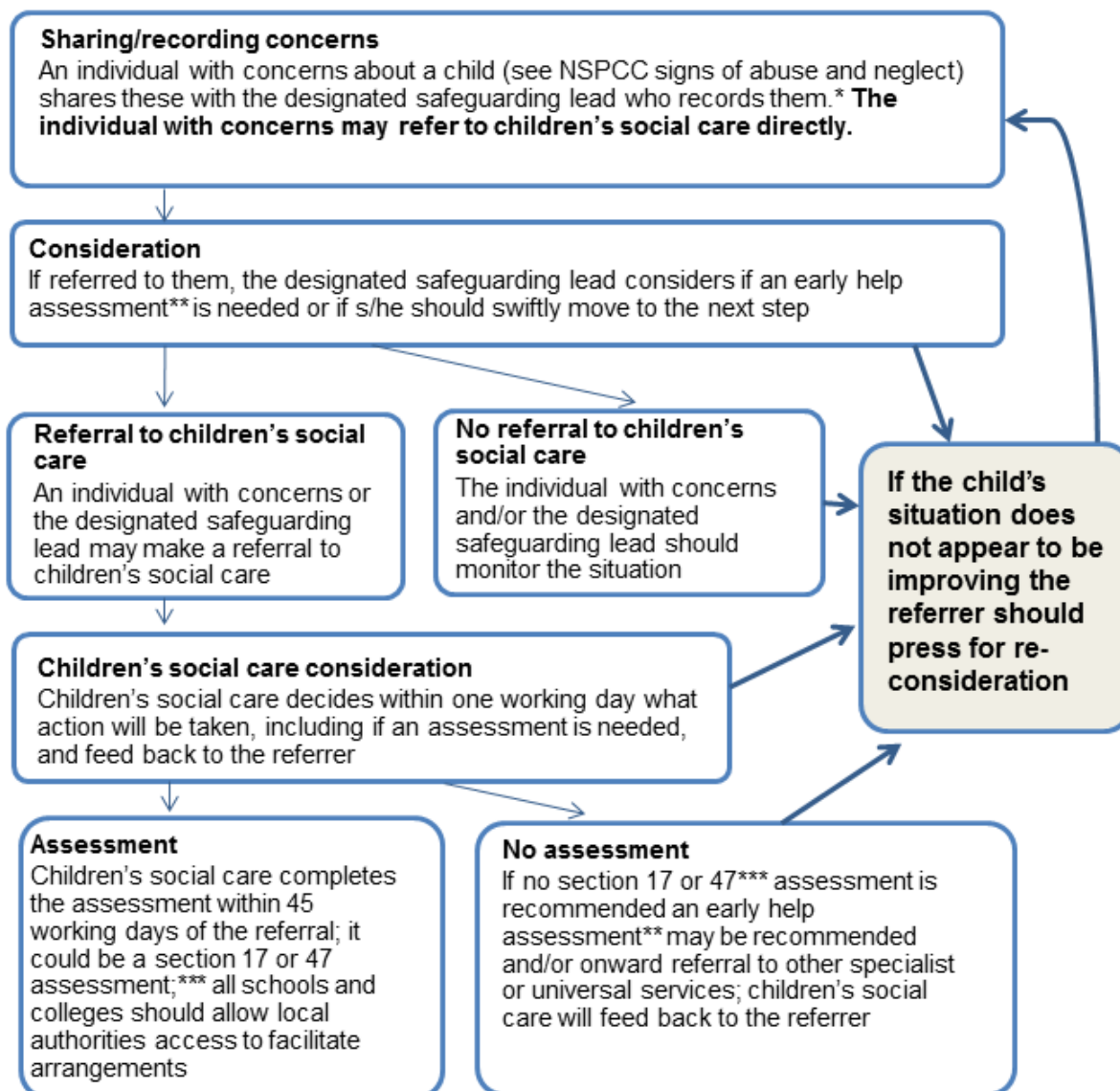
When our pupils attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance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

Appendix 1

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

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

Anybody can make a referral.



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

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

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

Appendix 2

Cause for Concern Form (Page 1):

Name of child:	Date of incident:
Class and year:	Time of incident:
Location of incident:	Date of record:
Name of person reporting:	Time of record:

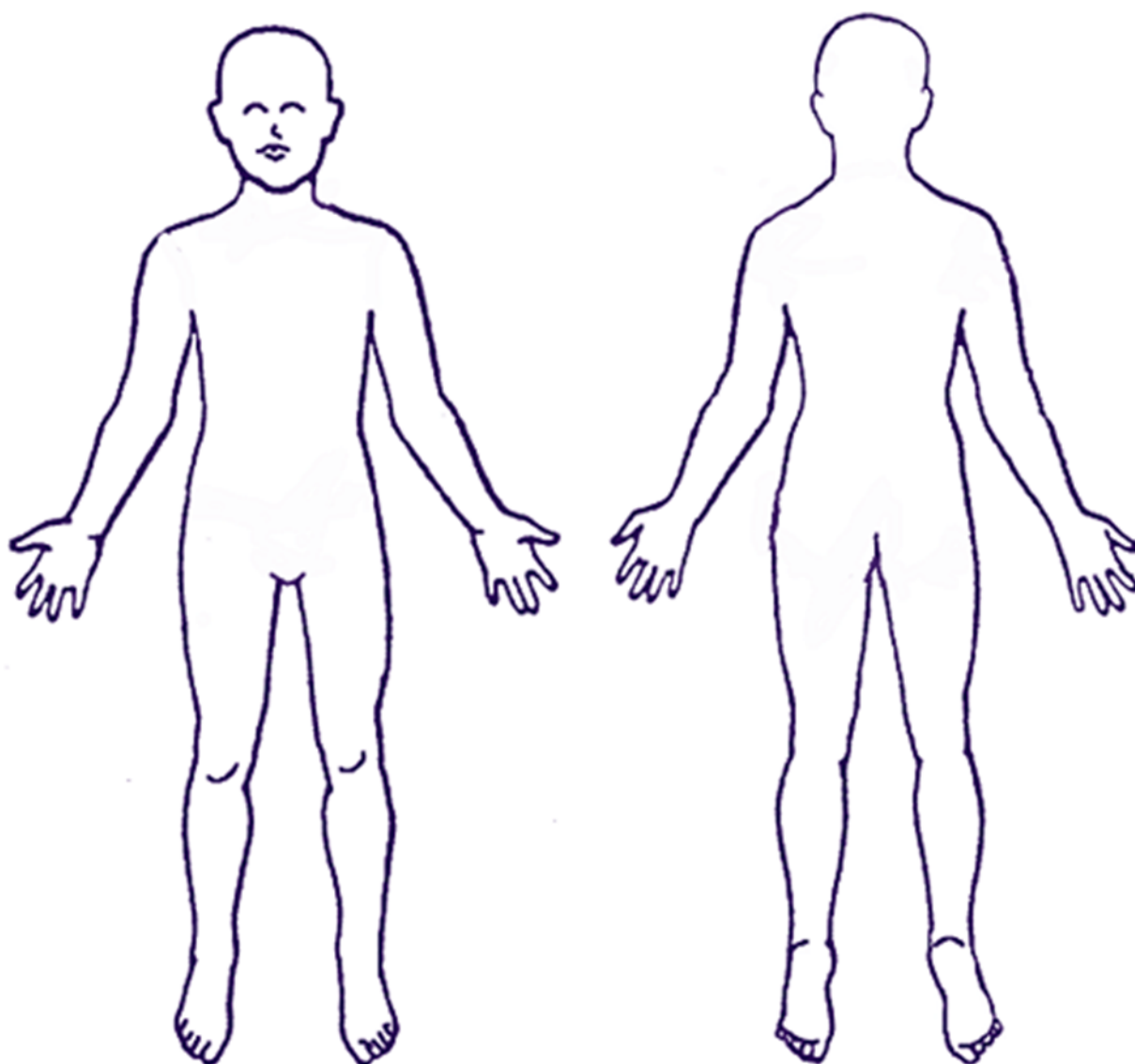
Concern/Incident – Describe your concern using clear, straightforward language:

Opinion: How does this fit with what you know about the child?

Appendix 2

Cause for Concern Form (Page 2) – Body Map

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



Appendix 3

Agency referral to Hackney Children's Social Care

Referral form for use by all agencies.

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

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

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

Name of parent(s)/carer(s) with whom child(ren) live(s):				
Parent(s)/Carer(s) preferred language if not English speaking:				
Address:				
Telephone number(s):				
Any other relevant family details:				

Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents etc):	
Is the referral for information only?	
Is there evidence that any children in the family are being subject to significant harm?	
If 'YES' please specify:	

Actions taken by referring agency/involvement with the family:	
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children's Social Care has been made?	
If 'No' please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	
Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?	
<p>Please e-mail this form to cscreferrals@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a secure email address please send to cscreferrals@hackney.gov.uk.cjsm.net or to cscreferrals@hackney.gcsx.gov.uk</p> <p>If you have difficulties sending this by email please fax it to 020 8356 5516/7.</p> <p>Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on 020 8356 5500.</p> <p>If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.</p> <p><i>Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.</i></p>	

Appendix 4

Hackney Key Contacts and Guidance

Useful Contact Details:

- Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney CSC Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Designated Officer (DO): 020 8356 4569
- City & Hackney Safeguarding Children Board: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000

Disclosure and Barring Service (DBS): www.gov.uk/db

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

<https://www.learningtrust.co.uk/TPG/happyhealthyandreadytlearn/Documents/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.pdf>

London Child Protection Procedures:

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

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf?mc_cid=5a838d4cd9&mc_eid=941a2b0a9d

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_are_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:

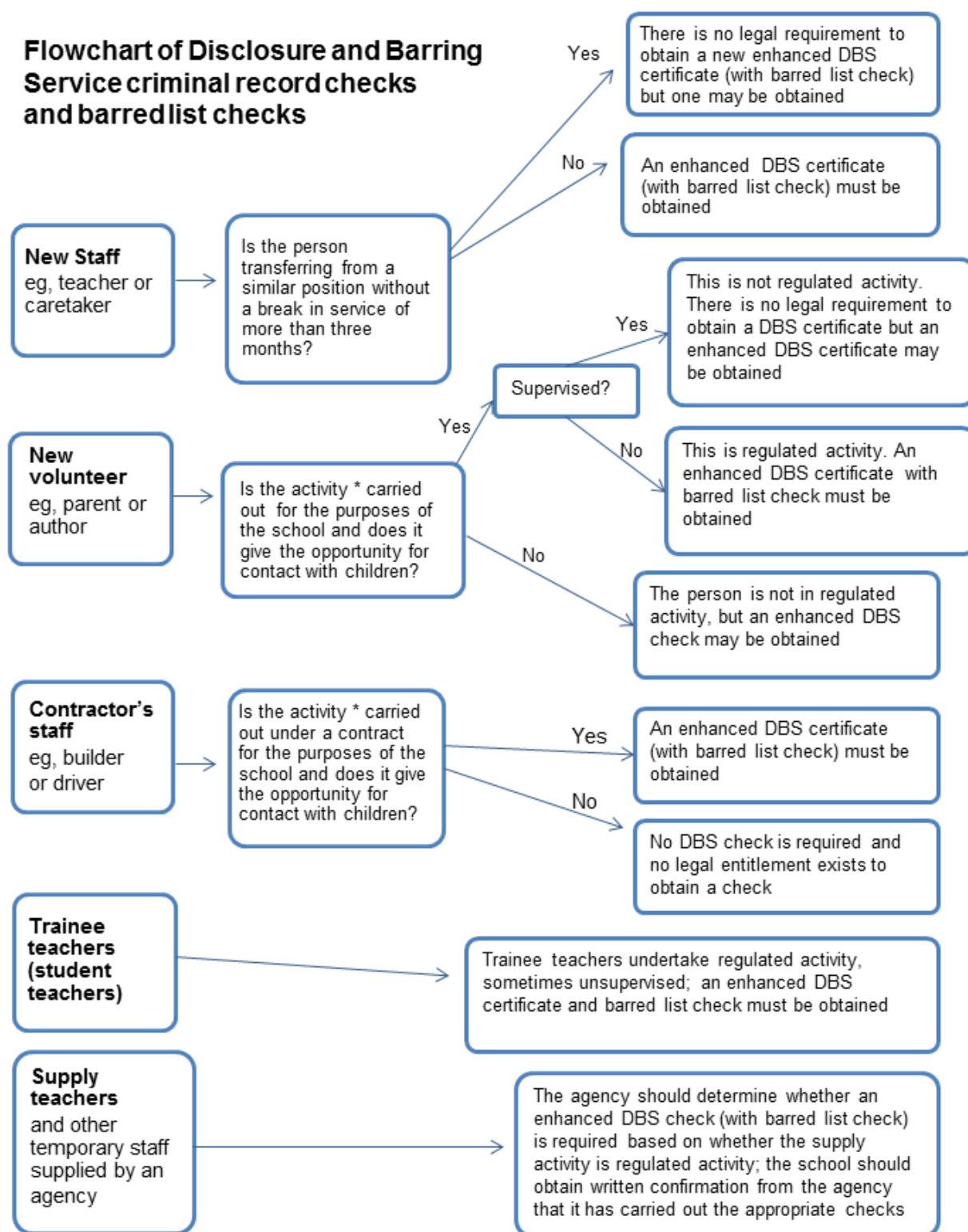
<http://staffroom.hackney.gov.uk/code-of-conduct.htm>

HLT Whistle Blowing Policy:

<http://www1.learningtrust.co.uk/bulletin/HLTdocuments/Hackney%20Whistleblowing%20Policy%20July%202014.pdf>

Appendix 5

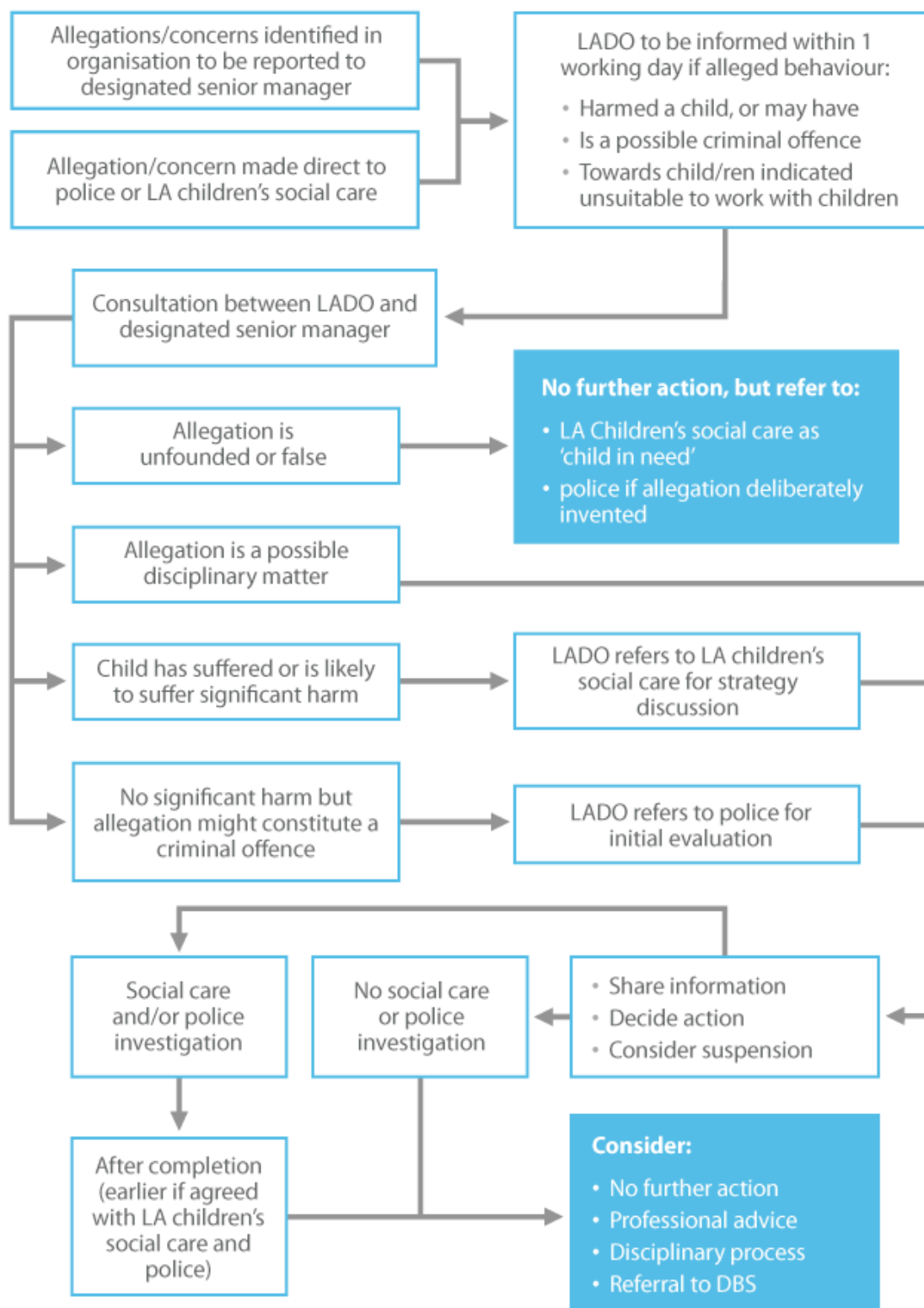
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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

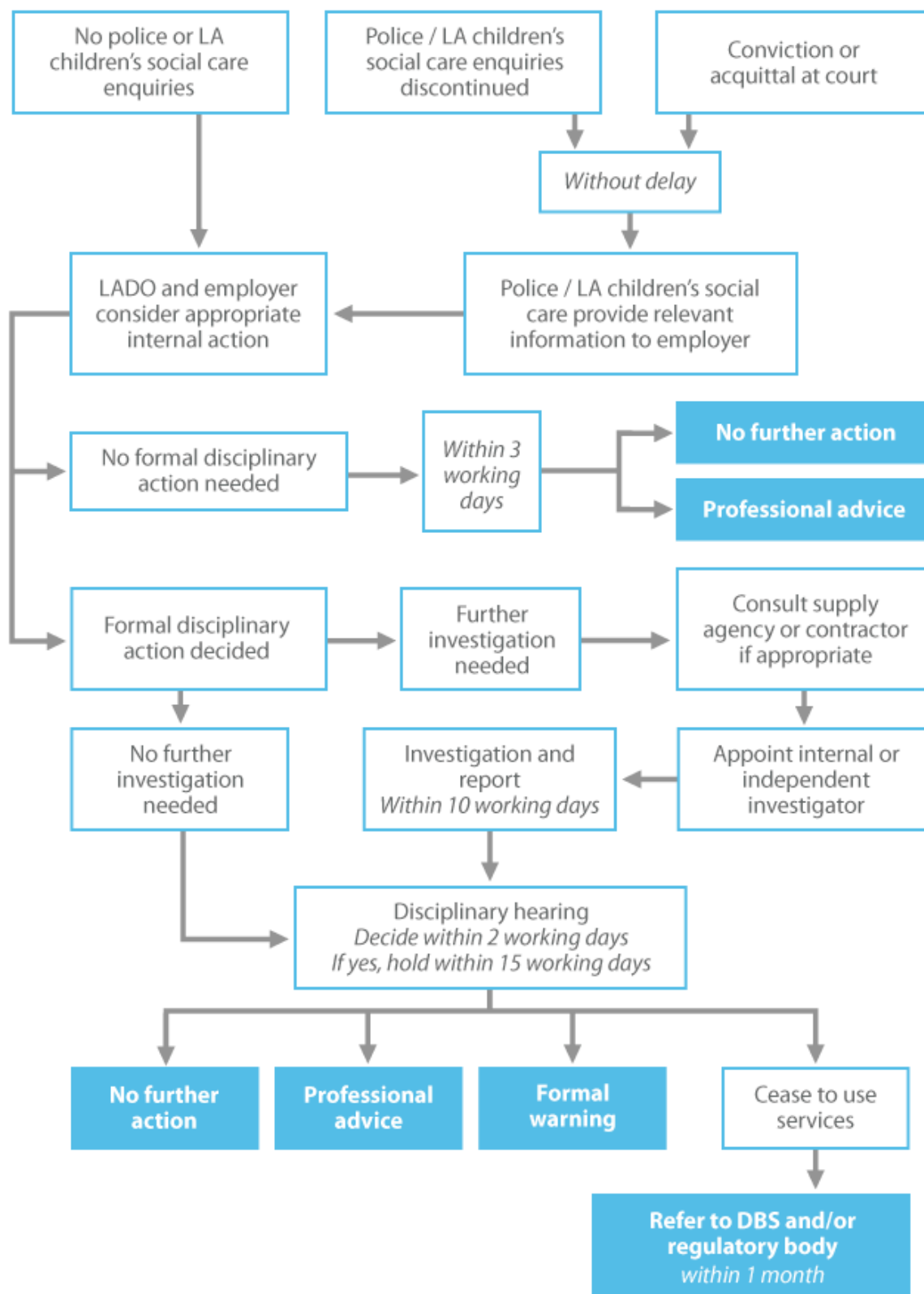
Appendix 6

Allegations / Concerns Against Staff Child Protection Process



Appendix 7

Allegations / Concerns Against Staff Disciplinary / Suitability Process



Annexes

Annex 6

Cause for Concern Form:

Name of child:	Date of incident:
Class and year:	Time of incident:
Location of incident:	Date of record:
Name of person reporting:	Time of record:

Concern/Incident – Describe your concern using clear, straightforward language:

Opinion: How does this fit with what you know about the child?

Chronology Sheet:

[illegible]

Annex 8**Child Protection File Front Sheet (Example provided by New Regents College)****Pupil Information**

Pupil name		Date of birth	
Any other name by which child is known:			
Home address:		Current address (if different):	
Postcode:			
Telephone:			
Family members: parents/carers/siblings:			
Name	Relationship	Address	School details
Date file started:			
Are records held in school relating to other connected children?			

Contact details of other professionals:		
Name	Agency	Address/email/phone

Annex 9

Agency referral to Hackney Children's Social Care

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

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

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

Name of parent(s)/carer(s) with whom child(ren) live(s):				
Parent(s)/Carer(s) preferred language if not English speaking:				
Address:				
Telephone number(s):				
Any other relevant family details:				

Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents etc):	
Is the referral for information only?	
Is there evidence that any children in the family are being subject to significant harm?	
If 'YES' please specify:	
Actions taken by referring agency/involvement with the family:	

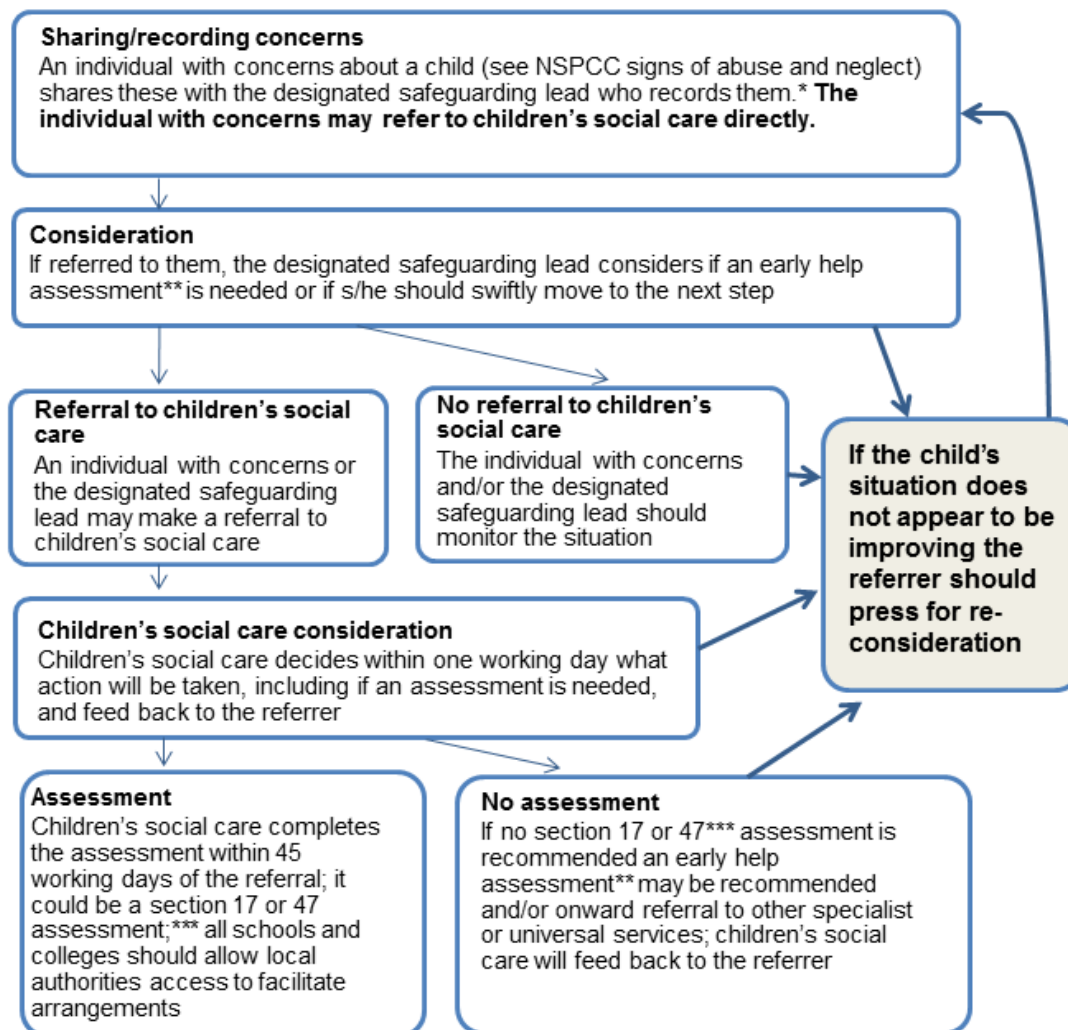
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children's Social Care has been made?	
If 'No' please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	
Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?	
<p>Please e-mail this form to cscreferrals@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a secure email address please send to cscreferrals@hackney.gov.uk.cjsm.net or to cscreferrals@hackney.gcsx.gov.uk</p> <p>If you have difficulties sending this by email please fax it to 020 8356 5516/7.</p> <p>Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on 020 8356 5500.</p> <p>If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.</p> <p><i>Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.</i></p>	

Annex 10

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

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

Anybody can make a referral.



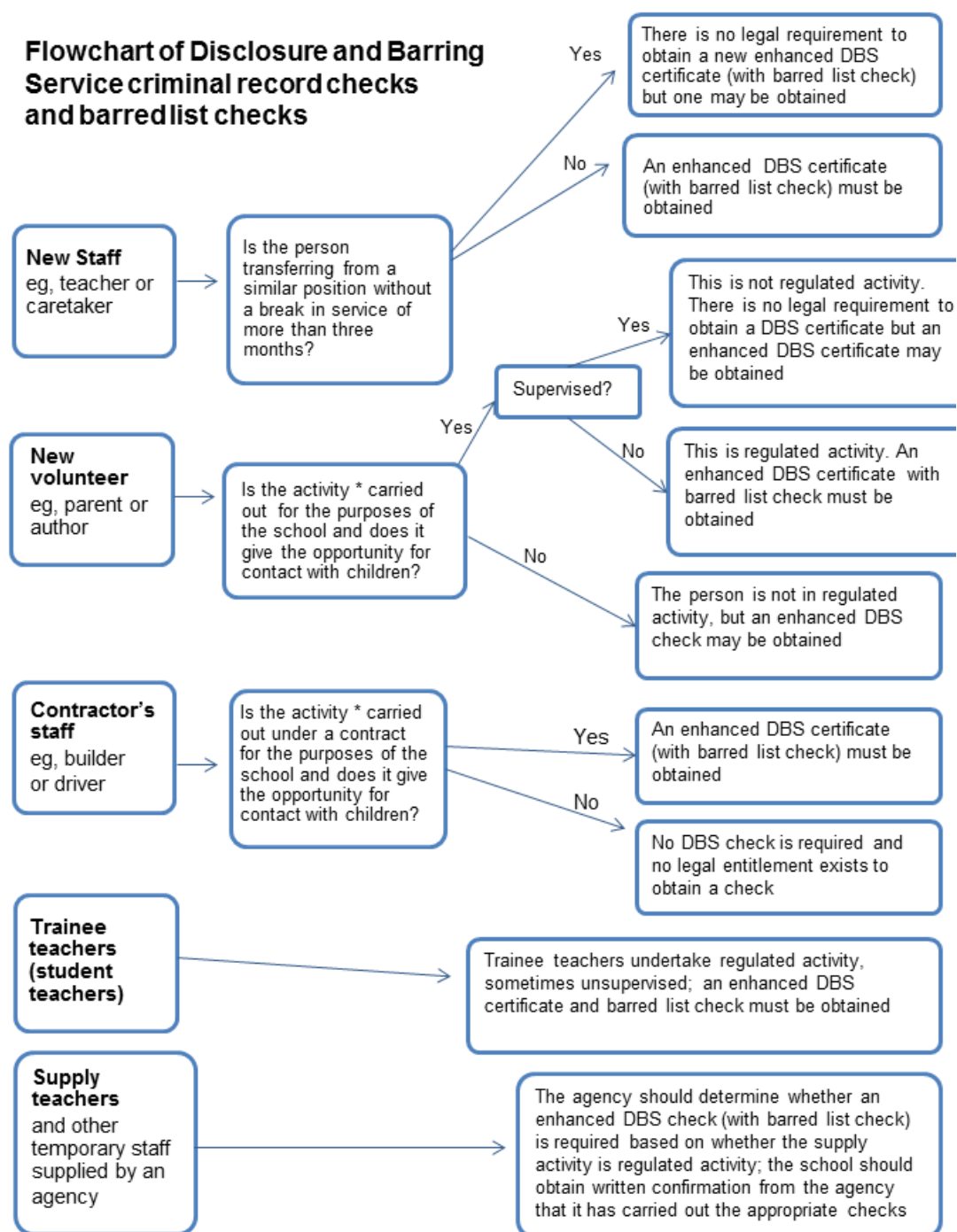
* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

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

Annex 11

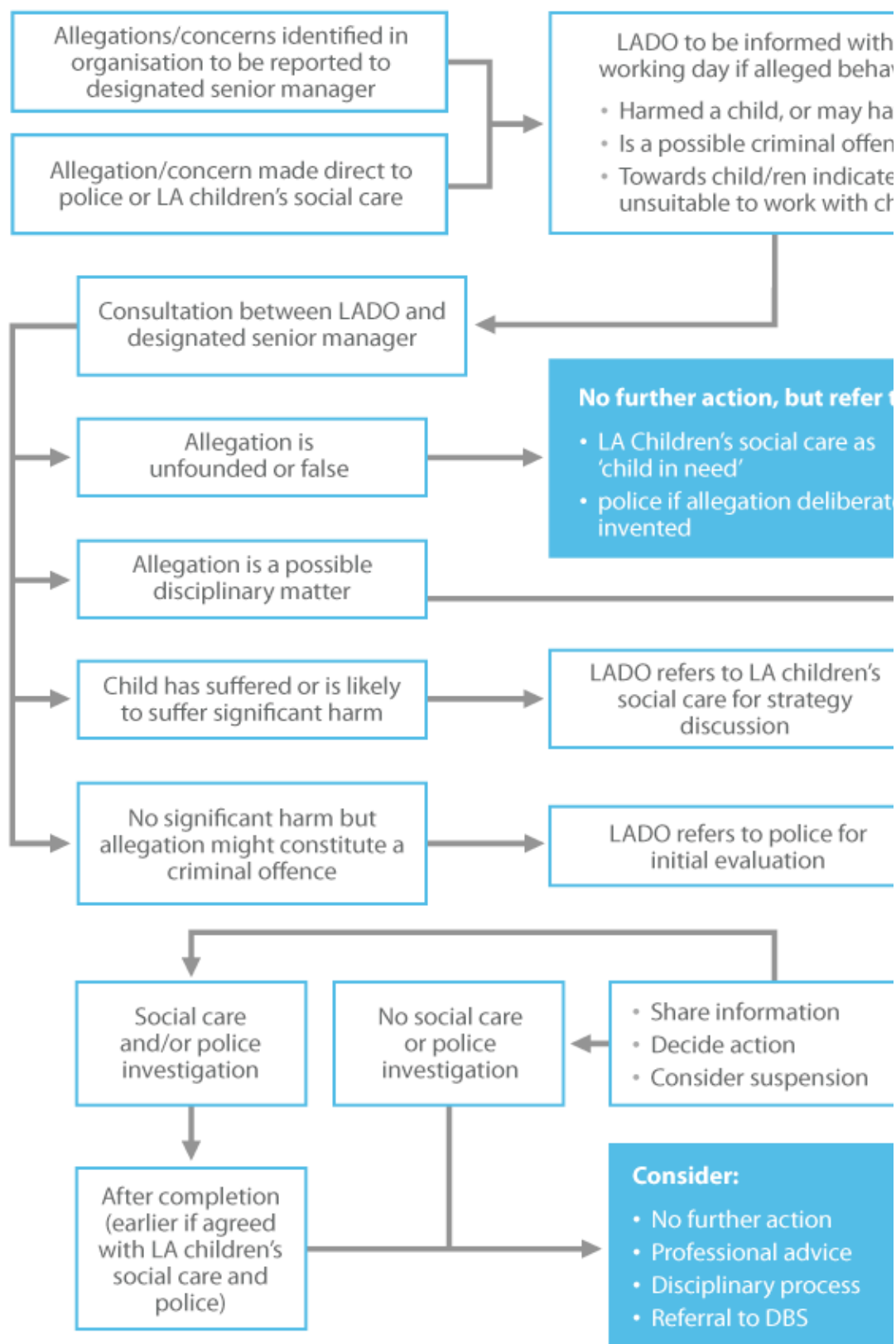
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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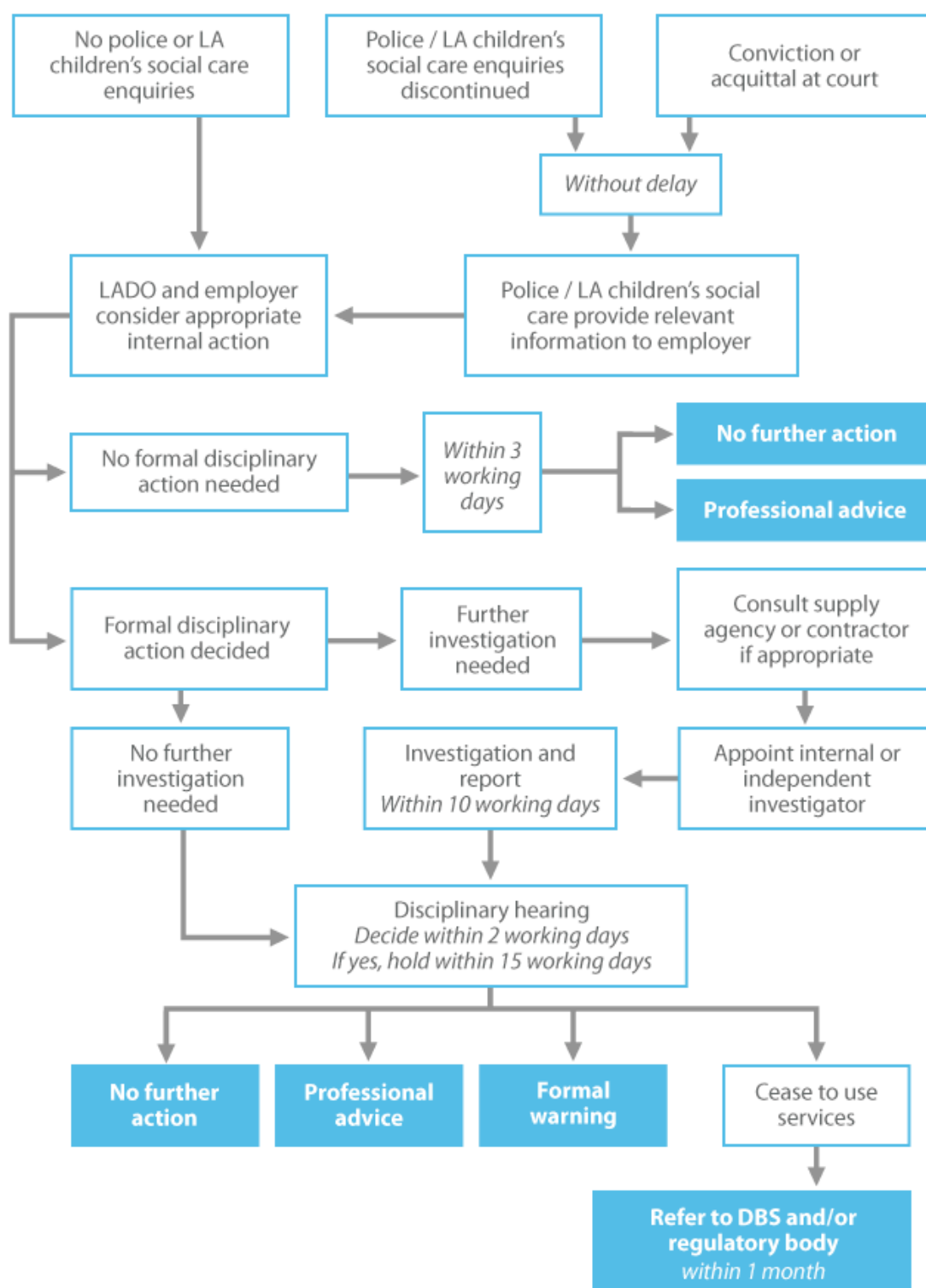
Annex 12

Allegations / Concerns Against Staff Child Protection Process



Annex 13

Allegations / Concerns Against Staff Disciplinary / Suitability Process



Annex 14

Hackney Learning Trust Safeguarding Statement

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

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

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

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

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

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

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

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

Hackney Learning Trust is an active member of the City and Hackney Safeguarding Children Board which has signed up to the London Child Protection Procedures. These procedures set out how professionals should work together to safeguard and promote the welfare of children. All Hackney Learning Trust staff have a statutory duty to report concerns to a senior member of staff who will

consider whether the matter should be reported to Hackney Children and Young People's Service (CYPS) or other agencies.

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

HLT Safeguarding in Education Team

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

Safeguarding audits:

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

Safeguarding training:

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

Safeguarding policies:

SET can help you develop and/or ensure your safeguarding policies are up to date with current legislation, guidance and good practice models. Please see Appendix 1 for a model policy template that can be adopted by schools.

Safeguarding advice and guidance:

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

Annex 15

Online Safety Policy Documents

Hackney Learning Trust has prepared online safety documents in-line with best practice, using guidance from [London Grid for Learning](#) and with generous support from London Borough of Islington's Education Team.

Schools can download copies of the documents and amend them to suit their needs, and are advised to consider Ofsted's briefing for [section 5 inspection guidance](#).

The guidance states the following features represent good and outstanding practice:

- Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors
- The e-safety policy should be integrated with other relevant policies, such as behaviour, safeguarding and anti-bullying
- The e-safety policy should incorporate an Acceptable Use Policy that is understood and respected by pupils, staff and parents

Hackney Learning Trust has developed these policies and appendix to adhere to Ofsted's guidelines.

Schools roles and responsibilities

Role	Key responsibilities
Head teacher	<ul style="list-style-type: none"> • takes overall responsibility for online safety provision • take overall responsibility for data and data security • to ensure the school uses an approved, filtered Internet Service, which adheres to best practice and recommendations • to be responsible for ensuring that staff receive suitable training to carry out their online safety roles and to train other colleagues, as relevant • to be aware of procedures to be followed in the event of a serious online safety incident. • to receive regular monitoring reports from the Online Safety Co-ordinator • to ensure that there is a system in place to monitor and support staff who carry out internal online safety procedures (e.g. network manager or IT support company)
Online Safety Co-ordinator / Designated Safeguarding Lead	<ul style="list-style-type: none"> • takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies / documents • promotes an awareness and commitment to e-safeguarding throughout the school community • ensures that online safety education is embedded across the curriculum • liaises with school ICT technical staff • To communicate regularly with SLT and the designated e-safety Governor / committee to discuss current issues, review incident logs and filtering, and school's change control processes and requests • To ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident • To ensure that an online safety incident log is kept up to date

	<ul style="list-style-type: none"> • facilitates training and advice for all staff • liaises with the Local Authority and relevant agencies, including making appropriate referrals to Children's Social Care and/or the police when necessary • Is regularly updated in online safety issues and legislation, and be aware of the potential for serious child protection issues to arise from: <ul style="list-style-type: none"> ○ sharing of personal data ○ access to illegal / inappropriate materials ○ inappropriate on-line contact with adults / strangers ○ potential or actual incidents of grooming ○ online bullying and use of social media ○ extremism and radicalisation
Governors	<ul style="list-style-type: none"> • To ensure that the school follows all current online safety advice to keep the children and staff safe • To approve the E-Safety Policy and review the effectiveness of the policy. This will be carried out by the Governors / Governors Sub Committee receiving regular information about e-safety incidents and monitoring reports. A member of the Governing Body has taken on the role of E-Safety Governor • To support the school in encouraging parents and the wider community to become engaged in e-safety activities • The role of the E-Safety Governor will include: <ul style="list-style-type: none"> ○ regular review with the E-Safety Co-ordinator / Officer (including: e-safety incident logs, filtering / change control logs)
Computing curriculum leader	<ul style="list-style-type: none"> • To oversee the delivery of the e-safety element of the Computing curriculum • To liaise with the e-safety coordinator regularly
Network Manager / Technician	<ul style="list-style-type: none"> • To report any e-safety related issues that arise, to the e-safety coordinator. • To ensure that users may only access the school's networks through an authorised and properly enforced password protection policy, in which passwords are regularly changed • To ensure that provision exists for misuse detection and malicious attack, e.g. keeping virus protection up to date • To ensure the security of the school ICT system • To ensure that access controls / encryption exist to protect personal and sensitive information held on school-owned devices • the school's policy on web filtering is applied and updated on a regular basis • LGfL is informed of issues relating to the filtering applied by the Grid • that he / she keeps up to date with the school's e-safety policy and technical information in order to effectively carry out their e-safety role and to inform and update others as relevant • that the use of the network / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the E-Safety Co-ordinator / Officer /Headteacher for investigation / action / sanction • To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a critical incident or system failure • To keep up-to-date documentation of the school's e-security and technical procedures
Data Manager	<ul style="list-style-type: none"> • To ensure that all data held on pupils on the school office

	machines have appropriate access controls in place
Teachers	<ul style="list-style-type: none"> To embed e-safety issues in all aspects of the curriculum and other school activities To supervise and guide pupils carefully when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant) To ensure that pupils are fully aware of research skills and are fully aware of legal issues relating to electronic content such as copyright laws
All staff	<ul style="list-style-type: none"> To read, understand and help promote the school's e-safety policies and guidance To read, understand, sign and adhere to the school staff Acceptable Use Agreement / Policy To be aware of e-safety issues related to the use of mobile phones, cameras and hand held devices and that they monitor their use and implement current school policies with regard to these devices To report any suspected misuse or problem to the e-safety coordinator To maintain an awareness of current e-safety issues and guidance e.g. through CPD To model safe, responsible and professional behaviours in their own use of technology To ensure that any digital communications with pupils should be on a professional level and only through school based systems, never through personal mechanisms, e.g. email, text, mobile phones, social networking sites, etc.
Pupils (may not all be relevant to EYFS)	<ul style="list-style-type: none"> Read, understand, sign and adhere to the Student / Pupil Acceptable Use Policy (NB: at EYFS and KS1 it would be expected that parents / carers would sign on behalf of the pupils) to understand the importance of reporting abuse, misuse or access to inappropriate materials to know what action to take if they or someone they know feels worried or vulnerable when using online technology. have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations to know and understand school policy on the use of mobile phones, digital cameras and hand held devices. To know and understand school policy on the taking / use of images and on cyber-bullying. To understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school To take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home to help the school in the creation/ review of e-safety policies
Parents/carers	<ul style="list-style-type: none"> to support the school in promoting e-safety and endorse the Parents' Acceptable Use Agreement which includes the pupils' use of the Internet and the school's use of photographic and video images to read, understand and promote the school Pupil Acceptable Use Agreement with their children to access the school website / on-line pupil records in accordance with the relevant school Acceptable Use Agreement. to consult with the school if they have any concerns about

	their children's use of technology
External group	<ul style="list-style-type: none">Any external individual / organisation will sign an Acceptable Use Policy prior to using any equipment or the internet within school

Annex 16

Children Missing Education

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

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

Changes are encompassed within the Education (Pupil Registration) (England) (Amendment) Regulations 2016: <http://www.legislation.gov.uk/ukxi/2016/792/contents/made>

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

- inform their LA when they are about to delete a pupil's name from the admission register under all fifteen grounds⁵;
- record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information);
- inform their LA of the pupil's destination school and home address if the pupil is moving to a new school; and
- provide information to their LA when registering new pupils within five days, including the pupil's address and previous school (where they can reasonably obtain this information).

The proposals will also give LAs the discretion to require the same information on children leaving or joining the school at standard transition points, which occur when a child of compulsory school age begins school at the start of the first year or leaves at the end of the final year of that school. In addition, there are two other proposed amendments relating to sections 8(1)(f)(iii) and 8(1)(h)(iii) of the Regulations which will require **'reasonable enquiries' to identify a pupil's whereabouts to be performed collaboratively between the school and LA where there is continuous absence after a grant of leave.**

Annex 17

Child Licencing

Standard Child Performance and Activities Licence Application Form (England)

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

Part 1: Information to be provided by the applicant about the performance or activities¹

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

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

Name and nature ² of the performances or activities in respect of which the licence is requested:	
Please provide as full a description as you can about what the child will actually be required to do. Include information about the environment they will be asked to do it in, and any other contextual information that may help us in assessing the potential risks, physical, emotional or psychological, to the child ³ .	
If you have completed a risk assessment please attach it to this application. <i>See the sector led best practice guidance for further information about risk assessments.</i>	
Place of activities, performances and rehearsal for which the licence is requested, including any periods on location:	

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

² E.g. theatrical, musical, dancing, filming, sport, modelling

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

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

The amount of night work (if any) for which approval is being sought and please state:	
- the approximate number of days ⁵ :	
- the approximate duration on each day:	
- the reason that the performance must take the form of night work ⁶ :	

The sums to be earned by the child in taking part in the performance or activity:	
The name, address and description ⁷ of the person to whom or to which the sums are to be paid (if not to the child in question):	
Where a licence is requested in respect of a performance, the proposed arrangements for any rehearsals prior to the first performance for which a licence is requested. For each rehearsal please state the date, the place, and the approximate time and duration:	

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

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

⁶ The local authority may want assurance that there is a good reason why the child is asked to take part in a performance or activity at night.

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

The days or half days on which leave of absence from school is requested to enable the child to take part in the performance, rehearsals or activity:	
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Proposed arrangements (if any) for the education of the child during the period for which the licence is requested stating -	
Where the education is to be provided by a school, name and address of the school:	
Where the education is to be provided other than by a school:	(i)
(i) name, address and qualification of the proposed teacher;	
(ii) the place where the child will be taught;	(ii)
(iii) the proposed course of study;	(iii)
(iv) the number of other children to be taught at the same time by the same teacher and the sex and age of each child;	(iv)
(v) whether the child is to receive the amount of education in accordance with regulation 13(3)(e) of the Children (Performances and Activities) (England) Regulations 2014	(v)

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

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

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

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

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

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

Name and address of the school the child currently attends: OR	
If the child is not attending school, the name and address of the child's private teacher:	

Details of each licence in relation to the child granted during the twelve months preceding the date of the application by any local authority, or in Scotland, any education authority, other than the licensing authority to which this application is made ⁸ , stating -	
The name of the authority:	
The date the licence was granted:	
The dates and nature of performances or activities:	

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

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

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

⁹ By virtue of section 37(3) of the Children and Young Persons Act 1963

Amount of any monies earned by the child during the last twelve months, stating whether the monies earned were in respect of performances or activities for which a licence was granted or a performance for which a licence was not required:

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Medical declaration to be completed by child's parent

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

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

Signature of applicant:	
Date:	

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

I attach the following:

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

Notes:

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

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

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