POLICY DOCUMENT

Safeguarding and Child Protection Policy

Princess May Primary School's approach to safeguarding and promoting the welfare of all pupils — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	September 2027
Related policies	Behaviour Policy; Anti-Bullying Policy; Online Safety Policy; Mobile Phone Policy; Low-Level Concerns Policy; Safer Recruitment Policy; Volunteer Policy; Code of Conduct and Princess May addendum; Whistleblowing Policy and Princess May addendum; Prevent Duty Policy; Restrictive Interventions and Use of Reasonable Force Policy; Intimate Care Policy; Supporting Pupils with Medical Conditions Policy; Allergy Policy; Attendance and Punctuality Policy; EYFS Policy; SEND Policy; Data Protection Policy
Aligned to	Keeping Children Safe in Education (2026); Working Together to Safeguard Children (2026); EYFS statutory framework; Information sharing: advice for practitioners (2024); Children's Wellbeing and Schools Act 2026; London Child Protection Procedures (7th Edition)

Named safeguarding personnel

Designated Safeguarding Lead	Hannah Blunden (Assistant Headteacher)
Deputy Designated Safeguarding Leads	Kevin Reynolds (Headteacher), Sophie Klimt, Melike Yavuz, Joanna Wysocka
Nominated Safeguarding Governor	Kristofer McGhee
Chair of Governors	Kristofer McGhee
Senior leader responsible for filtering and monitoring	Kevin Reynolds (Headteacher)
Governor responsible for filtering and monitoring	Kristofer McGhee

Allegations against staff

Designated Senior Manager (Headteacher)	Kevin Reynolds
Deputy Designated Senior Manager	Hannah Blunden (Assistant Headteacher)
Chair of Governors	Kristofer McGhee
Nominated Governor	Kristofer McGhee

Review record

September 2019	Updated for changes in KCSIE — Catrina Bangura
September 2020	Updated for changes in KCSIE — Jennette McCree-Boyle
September 2021	Updated for changes in KCSIE — Jennette McCree-Boyle
September 2022	Updated for changes in KCSIE — Jennette McCree-Boyle
September 2023	Updated for changes in KCSIE — Hannah Blunden
September 2024	Updated for changes in KCSIE — Hannah Blunden
September 2025	Updated for changes in KCSIE — Hannah Blunden
September 2026	Updated in line with Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026) — Hannah Blunden

1. Introduction

Everyone at Princess May Primary School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children, as we are well placed to identify concerns early and provide help.

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

This policy applies to all staff, including volunteers, contractors, apprentices and trainee teachers, working in or on behalf of the school, including in the Nursery and Reception classes. It is updated at least annually and is known to everyone working in the school and the governing body. It is available to parents on request and on our website.

This policy is written in line with Keeping Children Safe in Education (2026), which came into force on 1 September 2026; Working Together to Safeguard Children (2026); the EYFS statutory framework; and the London Child Protection Procedures (7th Edition).

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

- providing a safe environment for children to learn and develop;
- identifying and responding to any early help or Family Help needs of children and families;
- identifying children who are suffering, or likely to suffer, significant harm, and taking appropriate action to keep them safe in school, at home and in the community; and
- maintaining a culture of vigilance and an attitude of ‘it could happen here’.

2. Our school’s commitment

Princess May Primary School is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil’s welfare is of paramount importance. Throughout this document, ‘children’ includes everyone under the age of 18.

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network, including through a kinship care arrangement, wherever possible and where this is in the child’s best interests; and
- taking action to enable all children to have the best outcomes, in line with the Children’s Social Care National Framework.

Child protection refers to procedures and actions undertaken regarding children who are at risk of, or have been, significantly harmed. We recognise that some children may be especially vulnerable to abuse, including children missing education, children experiencing extra-familial risk (including child-on-child harm), children with special educational needs or disabilities, and young carers. We recognise that children can be both victims and perpetrators of abuse, that

children who harm others may have been maltreated themselves, and that allegations against staff or volunteers may be made however careful and safe our recruitment practices.

We promote an inclusive, anti-discriminatory culture. Racism, faith-based prejudice, misogyny and other discrimination are safeguarding issues, and we respond to them as such.

3. Our approach to safeguarding children

Princess May Primary School ensures all staff are aware of their safeguarding and child protection responsibilities and are able to identify children where concerns about their safety and welfare arise. Staff and pupils know they can raise issues with any member of staff and that their concerns will be taken seriously.

All staff and volunteers fully comply with the school's policies and procedures, attend appropriate safeguarding training, inform the DSL of any concerns, and read this policy and Part one of Keeping Children Safe in Education (2026) in full.

Availability of the Designated Safeguarding Lead

During school hours, the DSL or a deputy DSL is always available on site. When the DSL is absent, a named deputy DSL takes on the role and all staff are told who this is. Outside school hours and during school holidays, the DSL or a deputy can be contacted using the arrangements shared with staff, so that concerns, including Operation Encompass notifications, are acted on without delay. The Headteacher makes sure these arrangements are in place and known to staff.

4. Supporting children and working in partnership with parents

Our school works openly and collaboratively with parents and carers and seeks consent, where possible, when sharing information with other agencies. We inform parents of our responsibilities to safeguard their children, and make this policy available on our website, in the newsletter and at parent consultations.

- Good safeguarding practice relies on a positive working partnership with parents and carers.
- We may, on occasion, need to make referrals to Children and Families Service without consultation with parents, but we make every effort to maintain a positive working relationship while fulfilling our duty to protect children.
- We use the MASH consultation line, when necessary, to inform our decision-making about seeking consent.
- Children are given a proper explanation, appropriate to their age and understanding, of any action taken on their behalf and why.
- We preserve the privacy, dignity and right to confidentiality of the child and their family wherever possible.
- The DSL determines which staff 'need to know' personal information to support and protect the child; staff do not share this information further without the DSL's express permission.

5. Information about safeguarding for pupils

At Princess May, pupils are taught to understand and manage risks they may encounter during school life and, together with staff, to work out how these risks may be overcome, taking into account their wishes and feelings. They are regularly reminded about online safety and bullying, and taught to behave in a responsible and respectful manner. Opportunities are provided for children to learn about democracy, the rule of law, positive relationships and safe choices. Child-on-child harm is addressed in a supportive, age-appropriate way through our RSHE curriculum.

All pupils know there is a safeguarding team, the DSL and deputies, responsible for their safety and welfare, who they are, and that they have a right to speak to these adults, or any other member of staff, if they are worried. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, helped and kept informed of what is happening. Posters identifying the school's DSLs and the NSPCC Childline number are displayed in classrooms and around the school.

6. A partnership approach

Princess May Primary School works with agencies that are partners of the City and Hackney Safeguarding Children Partnership (CHSCP), which operates Hackney's multi-agency safeguarding arrangements between the local authority, the local Integrated Care Board and the police, including Children and Families Service and the Multi Agency Support Hub (MASH). These agencies share a joint responsibility to share information and work together to secure positive outcomes for children.

As a relevant agency within Hackney's local safeguarding arrangements, the school co-operates with CHSCP's published priorities and thresholds; shares information and data relevant to safeguarding, such as attendance, suspensions and concerns; responds to safeguarding audits of quality and compliance when requested; and ensures staff and governor training meets local and national requirements.

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

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

Harm means ill-treatment or impairment of health and development, including harm 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. Abuse and neglect are forms of maltreatment; a child may be abused by an adult, adults, or by another child or children, and may be abused within a family, institution or community, by someone known to them or, more rarely, by a stranger. There are four categories of abuse: physical, emotional, sexual and neglect.

8. Definitions and indicators of abuse

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

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and adverse effects on their emotional development. It may involve conveying that a child is worthless, unloved or inadequate; verbal abuse such as persistent criticism or belittling; age-inappropriate expectations; seeing or hearing the ill-treatment of another; or serious bullying, including cyberbullying. Some level of emotional abuse is involved in all types of maltreatment.

Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes contact abuse (such as assault by penetration or non-penetrative acts) and non-contact activities, such as involving children in making or viewing sexual images, watching sexual activity, or grooming a child for abuse,

including online. Sexual abuse can be committed by women as well as men, and by other children. Children are more likely to be abused by someone they know. A child under the age of 13 can never legally consent to sexual activity.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. This may involve a parent or carer failing to provide adequate food, clothing or shelter; failing to protect a child from harm or danger; failing to ensure adequate supervision; or failing to ensure access to appropriate medical care. Neglect may also occur during pregnancy as a result of maternal substance misuse, and may include unresponsiveness to a child's basic emotional needs.

9. Taking action to ensure children are safe at school and at home

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of a disclosure or allegation, although seeking clarification from children is encouraged. All concerns are recorded and discussed with the DSL, or a deputy, before any discussion with parents or carers.

All school staff must immediately report:

- any suspicion that a child is injured, marked or bruised in a way not readily attributable to normal play;
- any explanation given which appears inconsistent or suspicious;
- behaviours which give rise to suspicions that a child may have suffered harm;
- concerns that a child may be suffering inadequate care, ill-treatment or emotional maltreatment;
- concerns that a child is presenting signs or symptoms of abuse or neglect, including child-on-child harm, extra-familial risk or online harms;
- any significant change in a child's presentation, including non-attendance or absence;
- any hint or disclosure of harm or abuse about or by a child;
- concerns about a person who may pose a risk to children, including a member of staff; and
- information indicating that a child is living with someone who does not have parental responsibility for them for more than 28 days (private fostering).

Early help and Family Help

All staff are alert to children who may benefit from early help, and tell the DSL. This includes a child who:

- is disabled or has special educational needs, whether or not they have an EHC plan;
- is a young carer;
- is frequently missing from care or from home, or is persistently absent from school;
- is repeatedly removed from class, or is on a part-time timetable;
- is showing signs of being drawn into anti-social or criminal behaviour, or is at risk of exploitation, modern slavery, trafficking or radicalisation;
- is in a family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health problems or domestic abuse;
- has a parent or carer in custody, or is affected by parental offending;
- is living in temporary accommodation;
- is pregnant or is a young parent;

- has a mental health need;
- has returned home to their family from care, or is privately fostered; or
- is at risk of so-called ‘honour’-based abuse, such as female genital mutilation or forced marriage.

Every removal from class and every part-time timetable is recorded, with the reason, and reviewed by the DSL. Part-time timetables are agreed with parents and are time-limited.

10. Responding to disclosure

Disclosures may be received from pupils, parents, other professionals or members of the public. Those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak, and staff handle disclosures with sensitivity. Such information cannot remain confidential; staff immediately communicate what they have been told to the DSL and make a record using clear, straightforward language. Staff do not investigate, but listen, record and pass information to the DSL.

All staff:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- make a written record using the school’s internal reporting system, CPOMS, and alert the DSL;
- seek clarification, if necessary, without asking leading or probing questions, keeping questions open and minimal;
- do not show signs of shock, horror or surprise, and do not express judgement about any person alleged to have harmed the child;
- do not promise secrecy, but explain sensitively that they have a responsibility to pass information to the DSL; and
- reassure and support the child as far as possible, and explain what will happen next.

11. Confidentiality

The school follows Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2024), and our Data Protection Policy. Where there is a concern that a child may be suffering, or at risk of suffering, significant harm, the child’s safety and welfare is the overriding consideration.

- Information is shared with Children and Families Service, MASH and/or the police where a child is or may be at risk of, or experiencing, significant harm, including child-on-child harm and online abuse.
- Pupils’ and parents’ confidentiality is respected wherever possible.
- Information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Allegations or disclosures of a historic nature are managed in the same way as current safeguarding issues.

12. Pupil information and record-keeping

To keep children safe, the school requires accurate and up-to-date information including: names and contact details of those the child normally lives with and all those with parental responsibility; emergency contacts, with at least two where possible; details of anyone authorised to collect the child; relevant court orders; whether the child is, or has been, subject to a child in need, child

protection or care plan; GP details; and any other factor that may affect the child's safety and welfare.

All child protection documents are kept in an individual pupil Document Vault on CPOMS (Child Protection Online Management System), separate from the child's main school file, and accessible only to the DSL, deputy DSLs, the Headteacher, the Assistant Headteacher and the SENCo. Records include a clear and comprehensive summary of each concern, details of how it was followed up and resolved, and a note of any action taken, decisions reached and the outcome.

When a child moves school, the child protection file is transferred to the receiving school separately from the main pupil file, using CPOMS where the receiving school uses the same system or by secure, clearly marked transfer, within 5 school days for an in-year move, or within the first 5 days of a new term. Confirmation of receipt is obtained. Where information indicates a risk to the child or to others, the DSL considers what information should be shared in advance of the move, and speaks directly to the DSL at the receiving school. When a child joins Princess May, the DSL requests the child protection file from the previous school.

13. Action by the Designated Safeguarding Lead (or deputy)

Following any information raising a concern, the DSL:

- considers the child's wishes and feelings, but does not promise confidentiality;
- considers any urgent medical needs;
- has an immediate consultation with Hackney MASH, or the children's social care team where the child is resident, if there has been a disclosure or allegation of abuse, including child-on-child harm, or clear grounds for concern about the child's safety; and
- consults MASH if uncertain whether a referral is required, or to review action where a child has suffered, or is likely to suffer, harm.

In consultation with MASH (or the relevant children's social care team), the DSL decides:

- whether to talk to parents, which happens wherever possible unless this would place a child at risk, impede a police investigation, or place staff or others at risk;
- whether to make a child protection referral because a child is suffering, or is likely to suffer, significant harm, and whether this needs to happen immediately; and
- whether to contact the designated officer for safeguarding in another agency already working with the family.

If, following consultation, MASH advises against a referral at this stage, written notes are kept in the child's Document Vault on CPOMS. If further monitoring is needed, the DSL agrees who will undertake this and how, and considers whether an assessment or referral for other services, including early help, would be appropriate. All actions and the reasons for decisions are fully recorded. Referrals for children living in Hackney are made using the Multi-Agency Referral Form; for children living outside Hackney, the relevant local authority is contacted. In making safeguarding decisions, including referrals, the school has regard to its Public Sector Equality Duty.

14. Action following a safeguarding referral

Having made a referral, the DSL (or deputy):

- maintains contact with the child's allocated social worker as required;
- contributes to any strategy discussion or meeting as required;

- provides a report for, attends and contributes to Initial and Review Child Protection Conferences;
- reports to and attends the Extra-Familial Risk Panel (EFRP) as appropriate, sharing the report with parents and carers beforehand;
- attends Core Group meetings for any child subject to a Child in Need or Child Protection Plan, or the EFRP; and
- immediately informs the child's social worker if a child on a Child Protection Plan moves school or goes missing.

15. Dealing with disagreements and escalation of concerns

Effective working together depends on an open approach and honest relationships between agencies. Occasionally, staff may feel that another agency's actions, inaction or decisions do not adequately safeguard a child. The CHSCP Escalation Policy sets out the process for resolving such professional differences, and is read alongside the London Child Protection Procedures.

Where professionals consider that another's practice is placing a child at risk, they act assertively and swiftly, remembering that the safety of the child is paramount. Resolution is sought as quickly as possible, ideally within one working week or a shorter timescale that protects the child from harm. The DSL, or another appropriate member of staff, contacts the relevant manager in Children and Families Service (MASH) if they consider a referral or child protection plan has not adequately safeguarded a child, follows this up in writing, and uses the CHSCP Escalation Policy if this does not resolve the concern.

16. Specific safeguarding issues

Safeguarding covers more than child protection for individual children. It also encompasses pupil health and safety, bullying, medical needs and first aid, school security, drugs and substance misuse, gang-related activity, and promoting positive behaviour. All staff receive regular training covering the safeguarding issues below, which can overlap and rarely occur as standalone events.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, physically or emotionally, and is often motivated by prejudice. All incidents, including cyberbullying and prejudice-based bullying, are managed through our Anti-Bullying Policy, and addressed regularly through wellbeing sessions, Anti-Bullying Week, Safer Internet Day and our PSHE curriculum. Where bullying is particularly serious, or anti-bullying procedures are ineffective, the Headteacher and DSL apply safeguarding procedures.

Child-on-child abuse

Child-on-child abuse can take many forms, including:

- bullying, including cyberbullying and prejudice-based and discriminatory bullying, including racism and faith-targeted abuse;
- physical abuse, such as hitting, kicking, shaking, biting or hair pulling, and threats of harm, including with a weapon;
- sexual violence and sexual harassment, including misogynistic behaviour and online sexual harassment;
- making or sharing nudes and semi-nudes, including images generated or altered using artificial intelligence (deepfakes);

- upskirting, which is a criminal offence;
- causing someone to engage in sexual activity without consent;
- abuse in intimate personal relationships between children; and
- initiation or hazing-type violence and rituals.

Child-on-child abuse is never accepted or dismissed as ‘banter’, ‘part of growing up’ or ‘boys being boys’. We recognise that harmful sexual behaviour sits on a continuum, from behaviour that is developmentally expected for the child’s age, through inappropriate and problematic behaviour, to abusive and violent behaviour, and staff report any concern to the DSL. We are mindful that girls are more likely to be victims and boys more likely to be perpetrators, while remaining alert to boys as victims and girls as perpetrators, and that children with SEND can face additional barriers to recognising and reporting abuse.

Responding to reports of child-on-child abuse

When a report is made, staff reassure the victim that they are being taken seriously and will be supported, and pass the report to the DSL immediately. The DSL:

- considers the wishes of the victim, the nature of the alleged incident, the ages and developmental stages of the children, any power imbalance, and any ongoing risk to the victim, the alleged perpetrator and other children;
- completes a risk and needs assessment, and decides on immediate arrangements to keep the children apart where needed, including in class, on transport and during breaks;
- decides, in consultation with MASH where appropriate, whether to manage the incident internally, refer to early help, refer to children’s social care, or report to the police (all reports of rape, assault by penetration or sexual assault are reported to the police);
- makes separate referrals for the victim and the alleged perpetrator where both need support;
- informs parents and carers unless this would put a child at greater risk; and
- records every report, the decisions made and the reasons for them on CPOMS, and reviews arrangements regularly.

We work with Children and Families Service partners, including Young Hackney, and follow Hackney’s guidance on Multi-Agency Planning (MAP) meetings for children who present a risk of harmful sexual behaviour.

Online safety

Online safety risks fall into four areas: content (being exposed to illegal, inappropriate or harmful material, including misinformation, disinformation and conspiracy theories); contact (harmful online interaction with other users, or with generative AI applications that simulate this, including grooming); conduct (online behaviour that increases the likelihood of, or causes, harm, including making or sharing nudes and semi-nudes, including AI-generated images); and commerce (online gambling, inappropriate advertising, phishing and financial scams).

Where staff become aware of an incident involving nudes or semi-nudes, they do not view, copy, print, share or delete the image, and do not ask the child to do so. They report the incident to the DSL immediately. The DSL follows the UKCIS guidance Sharing nudes and semi-nudes: advice for education settings (2024).

The school has an Online Safety Policy known to all staff and pupils, and our Computing curriculum includes online safety in every year group. Where the school uses generative AI tools,

we follow DfE guidance on generative artificial intelligence in education and the associated product safety expectations.

Filtering and monitoring

The governing body makes sure appropriate filtering and monitoring systems are in place on the school's IT systems, meeting the DfE filtering and monitoring standards. The senior leader responsible for filtering and monitoring, and the responsible governor, are named at the front of this policy. The DSL takes lead responsibility for safeguarding issues arising from filtering and monitoring, supported by our IT provider. Provision is reviewed at least once every academic year, including checks that filtering works on all internet-connected devices, and a record of each review and check is kept. We make sure 'over-blocking' does not lead to unreasonable restrictions on what children can be taught.

Mobile phones

Princess May is phone-free throughout the school day, in line with the DfE guidance on mobile phones in schools. Any pupil who brings a mobile phone to school hands it to the class teacher until the end of the day, as set out in our Mobile Phone Policy.

Photography and images

To protect pupils, we:

- seek parental consent for photographs to be taken or published, for example on our website or in publications;
- use only the pupil's first name with an image, and ensure pupils are appropriately dressed;
- use only school equipment to make images of children; personal devices are not used for this purpose; and
- encourage pupils to tell us if they are worried about any photographs taken of them.

Children absent from education and children missing education

A child being absent or missing from education is a potential indicator of abuse or neglect, including sexual abuse, sexual exploitation or child criminal exploitation. We follow the London Child Protection Procedures on children missing from school. The DSL is also the school's attendance lead, and refers all cases of concern to the Education Attendance Service and Children and Families Service. In line with the School Attendance (Pupil Registration) (England) Regulations 2024, the school notifies the local authority when a child is added to or removed from the school roll, and shares relevant information about the child's circumstances.

Where parents wish to home-educate their child, we inform the Education Attendance Service, who follow the Elective Home Education procedure, and we refer to the Pupils Out of School Team as necessary.

Child sexual and criminal exploitation

Child sexual and criminal exploitation are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, for the advantage of the perpetrator, or through violence or its threat. This can occur even where the activity appears consensual. Child criminal exploitation includes county lines, where children are exploited to move and store drugs and money. If we are concerned a child is being exploited, we follow this policy and refer to CHSCP guidance.

Contextual safeguarding and the Extra-Familial Risk Panel

Children's experiences in their neighbourhoods, schools and online can feature violence and abuse that parents and carers have little influence over. Hackney's Extra-Familial Risk Panel (EFRP) co-ordinates safeguarding interventions where a child, or group of children, is at risk of, or experiencing, harm caused by people outside their family, or is at risk of causing such harm. We respond to these concerns as child protection issues, consulting with and/or referring to MASH.

Serious violence

Staff report any concern about a child carrying or using a weapon, or expressing an intent to do so, to the DSL, who assesses the risk to the pupil and to others, puts a safety and support plan in place where needed, and acts to de-escalate any peer conflict. We are mindful that risks can be higher around the school day, for example immediately after school.

Domestic abuse and Operation Encompass

The Domestic Abuse Act 2021 recognises children as victims in their own right where they see, hear or experience the effects of domestic abuse. Where we are concerned about a child living in a household where domestic abuse is present, we follow our safeguarding procedures and consult Hackney MASH. Through Operation Encompass, the police inform the DSL, before the start of the next school day, when they have attended a domestic abuse incident involving a household with children, so that support can be put in place. Operation Encompass does not replace statutory safeguarding procedures.

Children in temporary accommodation

Where the school is notified by the local authority that a pupil is living in temporary accommodation, the DSL considers the child's wider needs, shares information as appropriate and makes sure support is in place.

Mental health, self-harm and suicide

Mental health problems can in some cases indicate that a child has suffered, or is at risk of, abuse, neglect or exploitation. Self-harm and suicidal thoughts are safeguarding concerns in their own right. Warning signs can include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, no longer wanting to do things the child usually enjoys, or physical signs of self-harm or self-neglect. Staff report any such concern to the DSL immediately. If a child is in danger, staff call 999 or arrange for the child to be taken to A&E immediately; where a child needs urgent, non-emergency mental health support, staff contact NHS 111 and select the mental health option.

Children with special educational needs and disabilities

Children with SEND can face additional safeguarding challenges and are more likely to be abused. Barriers can include assumptions that indicators of possible abuse relate to a child's disability without further exploration; children being more prone to peer group isolation or bullying without outward signs; communication barriers; and reluctance to challenge carers. Staff are trained to recognise these barriers, and pupils with SEND are supported to tell us if they are worried.

Children with medical conditions, including allergies

A medical incident, including an allergic reaction, does not in itself require a safeguarding referral. Where the way a child's medical needs are being managed suggests the child may be at

risk of neglect, abuse or exploitation, staff tell the DSL, who decides whether a referral is needed. Medical conditions are managed under our Supporting Pupils with Medical Conditions Policy and Allergy Policy.

Looked-after and previously looked-after children

The school has a designated teacher for looked-after and previously looked-after children, who works with the Virtual School Head to promote their educational achievement. The DSL holds the information needed about each child's care arrangements, legal status, contact arrangements and the name of their social worker.

Alternative provision

Where the school places a pupil in alternative provision, the school retains responsibility for the pupil's safeguarding. Before the placement, the school obtains written confirmation that the provider has carried out appropriate safeguarding checks on its staff, and checks the provider's safeguarding arrangements. The school knows where the pupil is each day and checks their attendance.

Female genital mutilation

Female genital mutilation (FGM) is illegal in the UK and a form of child abuse. Teachers have a mandatory duty to report to the police where they discover, through disclosure or visual evidence, that FGM appears to have been carried out on a girl under 18. Teachers do not examine pupils. Teachers inform the DSL as well as making the police report.

So-called 'honour'-based abuse

So-called 'honour'-based abuse includes incidents or crimes committed to protect or defend the honour of a family or community, including FGM, forced marriage and practices such as breast ironing. All forms are abuse, regardless of motivation. Staff speak to the DSL or a deputy if they have any concern.

Preventing radicalisation

We fulfil our responsibilities under the Prevent duty, as set out in our Prevent Duty Policy. Staff are able to identify children who may be vulnerable to radicalisation and know what to do. We build pupils' resilience by promoting fundamental British values and enabling them to challenge extremist views. Where we have concerns, we follow this policy, refer to Hackney's Prevent team and can make a referral to Channel.

Modern slavery

Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour. Where relevant, we follow the Modern Slavery Statutory Guidance, including referral to the National Referral Mechanism.

Searching pupils

Searching is carried out in line with the DfE guidance on searching, screening and confiscation and our Behaviour Policy. The DSL is told where a member of staff believes a child may be in possession of a prohibited item, as this may be a sign of extra-familial risk or harm to the pupil, and the DSL considers whether to consult MASH or early help.

Extended school, lettings and off-site arrangements

Where extended school activities, including the Breakfast and After School Club, are managed by the school, this policy applies. Where other organisations use our premises, we check that they have appropriate safeguarding policies and procedures, including safer recruitment, and lettings agreements require them to follow these, with the letting ended if they do not. For off-site activities, including day and residential visits, we check that effective safeguarding arrangements are in place and complete risk assessments. Overnight accommodation on residential visits is single-sex.

17. Early Years Foundation Stage

This policy applies in full to our Nursery and Reception classes. In addition, in line with the EYFS statutory framework:

- the DSL is the lead practitioner responsible for safeguarding in the EYFS;
- staff and volunteers working in the EYFS do not start work until their enhanced DBS certificate, including barred list information, has been received;
- the school notifies Ofsted of any allegation of harm or abuse committed by a member of staff or volunteer working in the EYFS, as soon as reasonably practicable and within 14 days, as well as referring to the LADO;
- the use of mobile phones and cameras in EYFS settings follows our Mobile Phone Policy, and personal devices are not used where children are present;
- children are within sight and hearing of staff while eating, and intimate care and nappy changing respect children's privacy and safety, in line with our Intimate Care Policy; and
- EYFS staff know how to raise concerns about a colleague, including through the Whistleblowing Policy.

18. School premises: toilets, changing and supporting gender-questioning pupils

In line with the School Premises (England) Regulations 2012 and Keeping Children Safe in Education (2026), the school provides separate toilets for boys and girls aged 8 and over, other than individual toilets in a lockable room intended for use by one pupil at a time, and children use the toilets for their biological sex. Suitable changing accommodation is provided for pupils aged 11 or over, and a child does not undress in front of a pupil of the opposite biological sex.

Where a pupil is questioning their gender, the school follows the DfE guidance included in Keeping Children Safe in Education (2026):

- the school does not initiate social transition;
- parents are involved in any decision about a request for social transition, except where involving them would put the child at greater risk of harm, and the DSL is consulted;
- where a pupil confides that they are questioning their gender but makes no request for changes, staff do not share this with parents unless there is a related safeguarding concern;
- where a pupil does not wish to use the toilet or changing facility for their biological sex, the school considers whether an alternative, such as a self-contained individual toilet, can be provided without compromising the safety, privacy or dignity of any child or the provision of single-sex facilities;
- sport is organised in line with the guidance, including single-sex activities where safety requires it; and
- every request, decision and the reasons for it are recorded and reviewed regularly.

19. Roles and responsibilities

All staff and volunteers fully comply with the school's policies and procedures, attend appropriate safeguarding training, inform the DSL of any concerns, and read Part one of Keeping Children Safe in Education (2026) in full.

The Designated Safeguarding Lead

- acts as a source of support, advice and expertise, with access to the London Child Protection Procedures;
- consults with and/or refers cases of suspected abuse, including extra-familial and child-on-child abuse, to MASH, and keeps a record of all concerns and referrals;
- liaises with the Headteacher on issues and ongoing investigations, and makes sure there is always cover for the role;
- attends and contributes to safeguarding meetings with partners, and monitors and supports Child in Need and Child Protection plans, reporting unauthorised absences to the child's social worker promptly;
- keeps detailed, accurate and securely stored records;
- takes lead responsibility for online safety, including filtering and monitoring;
- makes sure all staff have access to and understand this policy, receive induction training and regular updates, and that the DSL and deputies complete refresher training at least every two years; and
- makes sure this policy is reviewed annually, that parents are made aware of it, and that child protection files are transferred promptly and separately when a child leaves.

The Headteacher

- makes sure the policies and procedures adopted by the governing body are fully implemented and followed by all staff;
- makes sure all pupils learn about safeguarding through the curriculum, including online safety, relationships education and extra-familial risks;
- allocates sufficient time and resources for the DSL and deputies to carry out their roles;
- makes sure all staff and volunteers feel able to raise concerns about poor or unsafe practice, in line with the Whistleblowing Policy;
- makes sure the procedure for managing allegations against staff is known to all staff and operated effectively, with referrals to the LADO and the DBS where appropriate; and
- is the senior leader responsible for filtering and monitoring.

The governing body

- makes sure the school has a safeguarding and child protection policy in line with statutory guidance and local procedures, published on the school website;
- makes sure the school follows safer recruitment procedures, with all appropriate checks carried out on staff and volunteers;
- makes sure allegations of abuse against staff and volunteers are dealt with in line with Keeping Children Safe in Education (2026) and the London Child Protection Procedures;
- makes sure a senior member of the leadership team is the DSL, with deputies, and names a governor lead for safeguarding;

- makes sure staff and governors receive appropriate safeguarding training, and that all governors receive safeguarding training at induction and regularly updated;
- makes sure appropriate filtering and monitoring is in place and reviewed annually, and names a governor responsible for it;
- remedies any weaknesses in safeguarding without delay; and
- makes sure organisations using the premises have appropriate safeguarding arrangements.

20. Safer recruitment

The school follows its Safer Recruitment Policy and the Hackney Education Safer Recruitment and Selection in Schools Policy, in line with Part three of Keeping Children Safe in Education (2026). In particular:

- at least one member of every recruitment panel has completed safer recruitment training;
- online searches are carried out on shortlisted candidates;
- all staff in regulated activity have an enhanced DBS check with barred list check, and volunteers in regulated activity, including volunteers who are supervised, have the same check;
- staff and volunteers in the EYFS do not start before their DBS certificate is received; elsewhere, in exceptional circumstances, a person may start before the certificate is received only after a separate barred list check and a risk assessment, and they are supervised;
- the school obtains written confirmation of checks for agency and supply staff, contractors and trainee teachers; and
- all checks are recorded on the single central record.

21. Allegations against people working in or on behalf of the school

This section applies where it is alleged that anyone working in or on behalf of the school, including supply and agency staff, contractors, volunteers and trainee teachers, has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff maintain a culture of vigilance based on ‘it could happen here’, and maintain professional boundaries in line with the Code of Conduct.

Initial action by the person receiving or identifying an allegation

- Treat the matter seriously and keep an open mind.
- Make a written record of the concern, including time, date, place, persons present and what was said, and sign and date it.
- Immediately report the matter to the Headteacher or, in their absence, the Deputy Designated Senior Manager. Where the allegation is about the Headteacher, report it to the Chair of Governors, Kristofer McGhee, who can be contacted in confidence through the school office on 020 7254 1589.

Action by the Headteacher (or designated person)

- Obtain written details of the concern, but do not investigate or interview the child, adult or witnesses.
- Consider involving the LADO as soon as the concern is raised and, where the harm threshold may be met, contact the LADO without delay; seek the LADO's advice on how to proceed, and inform the Chair of Governors.
- Where the allegation concerns supply or agency staff, a contractor or a trainee teacher, inform their employer or training provider; the school continues to lead on the safeguarding response.
- In consultation with the LADO, decide whether a disciplinary investigation is needed, and maintain contact with the LADO throughout.
- Contribute to the child protection process by attending strategy meetings as required.
- Keep a clear and comprehensive record of the allegation, the actions taken, the decisions reached and the outcome on the person's confidential personnel file, and give them a copy. Records of allegations found to be malicious or false are removed from personnel records, and allegations that are false, unfounded, unsubstantiated or malicious are not referred to in employer references.
- Consider, with Human Resources and the LADO, whether a referral to the DBS or the Teaching Regulation Agency should be made.

22. Low-level concerns

We promote an open and transparent culture in which all concerns about adults working in or on behalf of the school, including supply staff, volunteers and contractors, are dealt with promptly and appropriately, even where they do not meet the harm threshold.

A low-level concern does not mean an insignificant one; it means the behaviour does not meet the threshold for referral to the LADO. It is any concern, however small, including no more than a sense of unease, that an adult may have acted in a way that is inconsistent with the Code of Conduct, including outside of work. Examples include being over-friendly with children, having favourites, taking photographs of children on a personal mobile phone, engaging with a child one-to-one in a secluded area or behind a closed door, or using inappropriate sexualised, intimidating or offensive language. Low-level concerns are shared with the Headteacher or the DSL and dealt with under our Low-Level Concerns Policy. Concerns about the Headteacher are shared with the Chair of Governors.

23. Data protection and information sharing

'Data protection laws' means the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information to keep children safe; fears about sharing information must never stand in the way of safeguarding a child. Where in doubt, staff speak to the DSL or a deputy.

When deciding what to share, staff consider whether the information is relevant, necessary and proportionate, what the receiving professional or setting needs to know, and whether it is clearly presented; care is taken not to omit information that may be relevant to understanding or managing a safeguarding risk. 'Safeguarding of children and individuals at risk' is a lawful processing condition that allows special category personal data to be shared, including without consent where it is not possible or reasonable to gain consent, or where seeking consent would place a child at risk.

Since 30 September 2026, the Children's Wellbeing and Schools Act 2026 places a duty on the school to share information proactively with other safeguarding partners where this is relevant to safeguarding or promoting the welfare of a child, unless doing so would be more detrimental to the child. Staff follow the statutory guidance on this duty.

A separate legal duty to report child sexual abuse is not yet in force. This policy will be updated when it comes into force.

Under Article 17(1)(g) of the UK GDPR, a victim of stalking or harassment may request erasure of their personal data where it was processed as a result of an unfounded allegation made by a malicious person. Any such request is passed to the DSL and the Data Protection Officer, who consider it alongside the evidence provided and any exemptions that apply, including where information must be kept for safeguarding purposes.

24. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements, and know these will be taken seriously by senior leaders. Concerns are raised under the Whistleblowing Policy and Princess May addendum. Where a member of staff feels unable to raise an issue with the school, or feels a genuine concern is not being addressed, the NSPCC Whistleblowing Advice Line is available on 0800 028 0285 or by email to help@nspcc.org.uk.

25. Training

All staff receive safeguarding and child protection training, including online safety and filtering and monitoring, at induction and regular updates at least annually. The DSL and deputies complete DSL training at least every two years. Governors receive safeguarding training at induction, which is regularly updated. Records of all training are kept.

26. Monitoring and review

This policy is reviewed at least annually by the DSL and updated as needed so that it remains current, including lessons learnt from local and national reviews. It is approved by the governing body and published on the school website.

Appendix 1: Recording a concern on CPOMS

CPOMS (Child Protection Online Management System) is the software used by the school to record safeguarding concerns, disclosures, incidents of harm or abuse, and other causes for concern.

- **Student:** record the pupil's name.
- **Incident:** keep the record factual, including who the disclosure was made to, by whom, and when and where; avoid conversational language, questioning or assumptions. Remember: who, what, when and where.
- **Category:** choose the appropriate category, for example Cause for Concern (CP) for a safeguarding disclosure.
- **Linked students:** add another pupil's name if relevant, for example a sibling.
- **Maps:** use the body map to record the location of an injury or mark, where seen.
- **Date, time and status:** record when the incident is reported, and whether it is active or closed.
- **Assign to:** identify the member of staff the incident is assigned to.

- **Alert staff members:** alert an individual, or an alert group such as the DSL, as appropriate.
- **Agency involved:** record any agency already involved, for example social care or CAMHS.
- Submit the incident once complete.

Appendix 2: MASH consultations and referrals

If a case is already allocated within Hackney Children and Families Service, contact the child's allocated unit directly. If you are worried about a child who is not open to the service and need to speak to a social worker urgently, call MASH on 020 8356 5500 or email MASH@hackney.gov.uk. The line is open 9am to 5pm, Monday to Friday, excluding bank holidays; outside these hours, contact the Emergency Duty Team on 020 8356 2710.

If you are unsure what support a child and family need, or whether to refer, you can call MASH and ask for a consultation. This is for professionals only, for cases not already open to the service, and you must have consulted your DSL first. MASH keeps a log of consultation calls, but you must also make your own record of the discussion on CPOMS.

Complete a MASH referral form to request early help or statutory social work support for a family. You are expected to have spoken to the family about the referral before contacting MASH, except where doing so would place a child at risk of harm. Decisions about next steps are made in line with the Hackney Child Wellbeing Framework.

Appendix 3: Hackney key contacts

Hackney MASH (Multi Agency Support Hub)	020 8356 5500, MASH@hackney.gov.uk
Emergency Duty Team (out of hours)	020 8356 2710
Child Abuse Investigation Team (CAIT), Police	020 8217 6537
Hackney Education Safeguarding in Education Team	020 8820 7255
Local Authority Designated Officer (LADO)	020 8356 4569
City and Hackney Safeguarding Children Partnership	020 8356 4183
Ofsted (EYFS notifications)	Ofsted online notification form
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
Disclosure and Barring Service	www.gov.uk/dbs