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; Whistle Blowing Policy; Confidentiality Policy; Data Protection Policy; SEND Policy
Aligned to	Keeping Children Safe in Education (2026); Working Together to Safeguard Children (2026); London Child Protection Procedures (7th Edition)

Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Hannah Blunden	Kevin Reynolds, Hiba Ali, Joanna Wysocka	Kristofer McGhee	Kristofer McGhee

Named personnel with designated responsibility regarding allegations against staff

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

Dates the Safeguarding Policy is reviewed

Review date	Changes made	Due date	By whom
September 2019	Take account of changes in KCSIE document	September 2019	Catrina Bangura
September 2020	Take account of changes in KCSIE document	September 2020	Jennette McCree-Boyle
September 2021	Take account of changes in KCSIE document	September 2021	Jennette McCree-Boyle
September 2022	Take account of changes in KCSIE document	September 2022	Jennette McCree-Boyle
September 2023	Take account of changes in KCSIE document	September 2023	Hannah Blunden
September 2024	Take account of changes in KCSIE document	September 2024	Hannah Blunden
September 2025	Take account of changes in KCSIE document	September 2025	Hannah Blunden
September 2026	Updated in line with Keeping Children Safe in Education (2026), effective 1 September 2026, and Working Together to Safeguard Children (2026) — see the accompanying Summary of Changes note	September 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 will work with Children and Families Service, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, contractors and apprentices, working in or on behalf of the school. 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 via our website.

This policy is written in line with statutory guidance for schools and colleges: Keeping Children Safe in Education (2026), which comes into force on 1 September 2026 and replaces the 2025 edition; Working Together to Safeguard Children (2026), published March 2026, which replaces the 2023 edition; 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 and young people 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: staying together and getting the help they need; being safe in and outside the home; being supported by their family network; and, for children in care and care leavers, having stable, loving homes.

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 those missing education, those experiencing extra-familial risk (including child-on-child harm), those with a special educational need or disability, and young carers. We also 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.

3. Our approach to safeguarding children

Princess May Primary School will ensure 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.

There will always be a Designated Safeguarding Lead (DSL), or a deputy, on site with appropriate training and understanding of how to manage concerns effectively, with the welfare of children as their primary focus.

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

4. Supporting children and working in partnership with parents

Our school will work openly and collaboratively with parents and carers and seek consent, where possible, when sharing information with other agencies. We will inform parents of our responsibilities to safeguard their children, and make this policy available via our website, newsletter and parents' meetings.

- 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 will make every effort to maintain a positive working relationship while fulfilling our duty to protect children;
- we will use the MASH Consultation Line, when necessary, to inform our decision-making about seeking consent;
- children will be given a proper explanation, appropriate to their age and understanding, of any action taken on their behalf and why;
- we will preserve the privacy, dignity and right to confidentiality of the child and their family wherever possible; and
- the DSL will determine which staff ‘need to know’ personal information to support and protect the child; staff will 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.

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' Services and the Multi-Agency Safeguarding Hub (MASH). There is a joint responsibility on these agencies 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, exclusions and concerns, to contribute to local priorities; responds to safeguarding audits of quality and compliance when requested; and ensures staff and governor training meets local and national requirements. Where the school has views or contributions on how local arrangements are working, these are represented through Hackney's education safeguarding networks.

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 or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening, including both contact abuse (such as assault by penetration or non-penetrative acts) and non-contact activities such as involving children in sexual images, watching sexual activity, or grooming a child for abuse, including via the internet. Sexual abuse can take place online, and can be committed by women as well as men, and by other children.

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

All staff must read and follow Keeping Children Safe in Education (2026). 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 will be recorded and discussed with the DSL, or a deputy, prior to 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 staff member; 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).

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 will handle disclosures with sensitivity. Such information cannot remain confidential; staff will immediately communicate what they have been told to the DSL and make a record using clear, straightforward language. Staff will not investigate, but will listen, record and pass information to the DSL.

All staff will:

- 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;
- not show signs of shock, horror or surprise, and not express judgement about any person alleged to have harmed the child;
- not promise secrecy, but explain sensitively that they have a responsibility to pass information to the DSL;
- reassure and support the child as far as possible, and explain what will happen next.

11. Confidentiality

The school operates in line with Information Sharing: Guidance for Practitioners and Managers, and our Confidentiality 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'/carers' confidentiality is respected wherever possible;
- information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure; and
- allegations or disclosures of a historic nature are managed in the same way as current safeguarding issues.

12. Pupil information and record-keeping

Our record-keeping procedures are consistent with Hackney Education's guidance and our Confidentiality Policy. 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; 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 impact on the child's safety and welfare.

All child protection documents are retained 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 Head Teacher, Assistant Head Teacher and SENDCo. When a child moves school, records will be transferred to the receiving school — using CPOMS where the receiving school uses the same system, or by secure, clearly marked transfer — within 5 working days for an in-year move, or within the first 5 days of a new term, so that the receiving school can put support in place before the child arrives. Where information indicates a risk to others as well as the individual pupil, the DSL will also consider what additional information should be shared in advance of the move, and it is good practice for the DSLs at both schools to speak directly where there are concerns.

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

Following any information raising a concern, the DSL will:

- consider the child's wishes and feelings, but not promise confidentiality;
- consider any urgent medical needs;
- have an immediate consultation with Hackney's Multi-Agency Safeguarding Hub (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
- consult 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 will decide:

- wherever possible, to talk to parents, 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 will be retained in the child's Document Vault on CPOMS; if further monitoring is needed, the DSL will agree who will undertake this and how, and will consider whether an assessment or referral for other services, including Early Help, would be appropriate. All actions and the reasons for decisions are fully documented. 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.

14. Action following a safeguarding referral

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

- maintain contact with the child's allocated social worker as required;
- contribute to any strategy discussion or meeting as required;
- provide a report for, attend and contribute to Initial and Review Child Protection Conferences;
- report to and attend the Extra-Familial Risk Panel (EFRP) as appropriate, sharing the report with parents/carers beforehand;
- attend Core Group meetings for any child subject to a Child in Need or Child Protection Plan, or the EFRP; and
- immediately inform 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 defines the process for resolving such professional differences, and should be read alongside the London Child Protection Procedures. Disagreements most often arise around levels of need, roles and responsibilities, the need for action, and progressing plans and communication.

Where professionals consider that another's practice is placing a child at risk, they must be assertive, act swiftly, and remember that the safety of the child is paramount; resolution should be 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, will contact the relevant line manager in Children and Families Service (MASH) if they consider a referral or child protection plan has not adequately safeguarded a child, following this up in writing, and will use the CHSCP Escalation Policy if this does not resolve the concern.

16. Further information on 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 and CPD 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. While bullying between children is not a separate category of abuse, it is a serious issue that can cause considerable anxiety and distress. 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 deemed ineffective, the Headteacher and DSL will consider safeguarding procedures.

Online safety

Online safety risks can be categorised 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 the making, sending or receiving of explicit images — including images generated or altered using artificial intelligence, sometimes called ‘deepfakes’); and commerce (online gambling, inappropriate advertising, phishing and financial scams, which we report to the Anti-Phishing Working Group where relevant).

Chatrooms and social networking sites are not accessible in school. Online bullying via emails, texts and apps is treated as seriously as any other bullying and managed through our anti-bullying procedures. The school has an Online Safety Policy known to all staff and pupils, and our Computing curriculum includes a dedicated unit on online safety. Where the school uses generative AI tools, we follow DfE guidance on Generative Artificial Intelligence in Education and the associated product safety expectations, and consider AI-related risks as part of our whole-school approach to online safety.

Filtering and monitoring

The school and governing body ensure appropriate filters and monitoring systems are in place on the school's IT system to safeguard pupils and provide a safe environment in which to learn, informed in part by the risk assessment required by the Prevent Duty. Effectiveness is reviewed at least once every academic year by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support; this includes checks that filtering works on all internet-connected devices in all relevant locations, with a record kept of these checks. We take care that ‘over-blocking’ does not lead to unreasonable restrictions on what children can be taught about online safety, and we follow the school's Cyber Security Standards to reduce the risk of data breaches and other safeguarding risks arising from our IT systems.

Many children have unrestricted access to the internet via mobile data. Any child bringing a mobile device to school must hand it to the class teacher until the end of the school day. In line with statutory expectations, Princess May is a mobile phone-free environment by default: pupils do not have access to their own mobile phone during the school day, including lessons, time between lessons, and breaktimes.

Photography and images

To protect pupils, we will:

- seek pupil and 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;
- only use school equipment to make images of children — no personal devices are permitted for this purpose; and
- encourage pupils to tell us if they are worried about any photographs taken of them.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and being absent, as well as missing, can also be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. We follow the Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures. The DSL is also the school's Attendance Lead, and refers all cases of concern to the Education Attendance Service (EAS) 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 removed from the school roll at a non-standard transition point,

and shares relevant information about the child's circumstances, particularly where they are already known to children's social care or have an EHC plan.

Where parents wish to home-educate their child, we inform the EAS, who implement the Elective Home Education procedure; we refer to the Pupils Out of School Team as necessary. We recognise that education is a protective factor for children, and that most parents who choose home education work hard to provide a suitable education; where a home-educated child is not receiving a suitable education, or is not safe, the local authority has a duty to intervene, and we share relevant information to support this.

Children who harm others

The harm caused by the abusive, exploitative or harmful behaviour of other children can be significant, and children who harm others are likely to have considerable needs themselves, and may have experienced or be experiencing significant harm. Where harm involves sexual abuse or serious physical or emotional abuse, this policy's safeguarding procedures apply, and the school will make separate referrals to Children and Families Service for both the victim and the alleged perpetrator, mindful that concerns may sit in contexts unknown to the school involving extra-familial harm. We are aware of the London Borough of Hackney's guidance on Multi-Agency Planning (MAP) meetings for children who present a risk of harmful sexual behaviour, and will work closely with social care, the police and other agencies following any referral.

Child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional or financial abuse, and coercive control, exercised between children, and can take various forms including serious bullying (including cyberbullying), relationship abuse, child sexual or criminal exploitation, serious youth violence, harmful sexual behaviour, and gender-based violence. It is a safeguarding issue for both the victim and the alleged perpetrator, and we understand that timely, evidence-based support can help prevent children from going on to commit abuse or violence. 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 and/or for the advantage of the perpetrator, and/or through violence or its threat; this can occur even where the activity appears consensual, and a child cannot legally consent where they have no meaningful choice.

Child criminal exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or committing vehicle crime or violence. County lines describes gangs and organised networks exporting illegal drugs using dedicated mobile phone lines, exploiting children and vulnerable adults to move and store drugs and money, often through coercion, intimidation and violence. If we are concerned a child is being sexually or criminally exploited, we will follow the procedures set out in this policy and refer to CHSCP guidance and the relevant DfE definitions and guidance.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between children of any sex or gender, and can occur online and offline; they are never acceptable and are not ‘banter’, ‘part of growing up’ or ‘boys being boys’. All victims are taken seriously and offered appropriate support. We are mindful that girls are statistically more likely to be victims and boys more likely to be perpetrators, while remaining alert to boys as victims and girls as potential perpetrators; that behaviours such as inappropriate touching must always be challenged; that children with SEND — who research suggests can be up to four times more likely to be abused than their peers — can be especially vulnerable, with additional barriers to recognising abuse; and that ‘upskirting’ is a criminal offence that will always receive a safeguarding response. We consult with and seek support from our Children and Families Service partners, including Young Hackney, on issues of sexual violence and harassment between children.

Contextual safeguarding and the Extra-Familial Risk Panel

Contextual safeguarding recognises that children's experiences in their neighbourhoods, schools and online can feature violence and abuse that parents and carers have little influence over, and that this can undermine parent-child relationships. Hackney's Extra-Familial Risk Panel (EFRP) coordinates safeguarding interventions where a child, or group of children, is at risk of, or already experiencing, harm caused by people outside their family, or is at risk of, or already causing, such harm to others. We respond to concerns of this kind as child protection issues, consulting with and/or referring to MASH following the same procedures as for any other form of harm or abuse.

Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, and can include sexual exploitation, forced labour, forced criminality and the removal of organs. Where relevant, we refer to the government's Modern Slavery Statutory Guidance for information on indicators, support available to victims, and referral to the National Referral Mechanism (NRM).

Searching children

School staff have the power to search pupils, including without consent, where they have reasonable grounds for believing they are in possession of a prohibited or illegal item, with safeguarding at the forefront of any search. The DSL will be notified where a member of staff believes a child may be in possession of such an item, recognising this may also be a sign of extra-familial risk or harm to the pupil themselves; in these cases the DSL will consult with, or refer to, MASH or Early Help to secure additional support for the child. We follow the DfE's guidance for searching, screening and confiscation.

Children with special educational needs and disabilities

Children with SEND can face additional safeguarding challenges, and research suggests they can be up to four times more likely to be abused due to additional vulnerabilities. We maintain a culture of vigilance that reflects the additional barriers that can exist in recognising abuse and neglect in this group, including assumptions that indicators of possible abuse relate to a child's disability without further exploration, the potential for disproportionate impact from bullying without outward signs, and communication barriers.

Female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. There is a mandatory duty on teachers, along with social workers and healthcare professionals, 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; failure to report will result in disciplinary sanctions. Teachers should not examine pupils for this purpose.

So-called ‘honour-based’ violence

So-called honour-based violence (HBV) encompasses 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, and often involves a wider network of family or community pressure and multiple perpetrators. All forms of HBV are abuse, regardless of motivation, and should be handled and escalated as such; staff should speak to the DSL or a deputy if in any doubt.

Preventing radicalisation and extremism

We fulfil our responsibilities under the Prevent Duty, and staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified; this sits within our wider safeguarding duties, similar in nature to protecting children from other harms. We build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to

challenge extremist views, while providing a safe space for children to debate controversial issues. Where we have concerns, we follow the procedures in this policy, refer to CHSCP guidance and Hackney's Prevent Team, and can make a referral to Hackney Channel where appropriate.

Domestic abuse and Operation Encompass

The Domestic Abuse Act 2021 provides the first statutory definition of domestic abuse and recognises children as victims in their own right where they see, hear or experience its effects. Domestic abuse can be physical, emotional or economic, and can include coercive and controlling behaviour; young people can also experience it within their own intimate relationships (teenage relationship abuse). Where we are concerned about a child living in a household where domestic abuse is present, we follow our safeguarding procedures and consult with Hackney MASH.

Operation Encompass helps police and schools work together, and is now a statutory duty on all 43 territorial police forces in England and Wales, under section 49A of the Domestic Abuse Act 2021 (inserted by the Victims and Prisoners Act 2024). Where police attend a domestic abuse incident involving a household with children, the DSL will be informed before the child arrives at school the next day, so that immediate, appropriate support can be put in place. This duty also extends to notifying the relevant local authority for children who are home-educated. Operation Encompass does not replace statutory safeguarding procedures, and referrals to children's social care will still be made where there is a welfare concern.

Mental health

Mental health problems can, in some cases, develop into safeguarding concerns, including self-harm, suicidal ideation or risk of suicide, and may also indicate that a child has suffered, or is at risk of, abuse, neglect or exploitation. Only appropriately trained professionals should attempt to diagnose a mental health problem, but staff are well placed to observe children day-to-day and identify potential warning signs, which can include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, no longer wanting to do things they usually enjoy, or physical signs of self-harm or self-neglect. Not every child showing these signs is at risk, but identifying them allows staff to offer support and early intervention.

Where a mental health concern is also a safeguarding concern, staff will follow this policy and speak to the DSL or a deputy. If a child is in danger, staff will call 999 or arrange for them to be taken to A&E immediately; where a child needs urgent, non-emergency mental health support, staff can get help from NHS 111 online or by calling 111 and selecting the mental health option.

Serious violence

Serious violence is a continuing safeguarding concern, which may involve physical assault, or carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff will report any concern about a child carrying or using a weapon, or expressing an intent to do so, to the DSL, who will assess the risk to the individual pupil and to others, put in place a safety and support plan where needed, and consider action to de-escalate any peer conflict. We are mindful that risks to children can be higher around the school day, for example immediately after school, and draw on evidence-based practical guidance, including from the Youth Endowment Fund, in providing early support.

Extended school and off-site arrangements

Where extended school activities are provided and managed by the school, our own safeguarding policy and procedures apply. Where other organisations provide services or activities on our site, we check they have appropriate procedures in place, including safer recruitment. For off-site activities, including day and residential visits, we check that effective safeguarding arrangements are in place, and undertake robust risk assessments for the venue, location and activity in line with the school's Risk Assessment protocol.

17. School premises: toilets, changing rooms 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 pupils aged 8 and over, other than individual toilets in a lockable room intended for use by one pupil at a time, and does not allow children into toilets designated for the opposite biological sex. Suitable changing accommodation and showers are provided for pupils aged 11 or over, and a child will not be permitted to undress in front of a pupil of the opposite biological sex. These requirements apply when responding to a request to support any degree of social transition from a gender-questioning child.

Where a gender-questioning child does not wish to use the toilet or changing facility designated for their biological sex, the school will consider whether an alternative facility — such as a self-contained individual toilet, or access to a facility at an alternative time — can be provided without compromising the safety, comfort, privacy or dignity of that child or of any other child, and without compromising the provision of single-sex facilities. Any such arrangement is recorded, communicated appropriately, and reviewed regularly. Staff should speak to the DSL or Headteacher if they have any questions about supporting a gender-questioning pupil, in line with the department's guidance on considering requests for support with social transition.

18. Roles and responsibilities

All staff and volunteers will 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).

Our Designated Safeguarding Lead(s) will

- act as a source of support, advice and expertise, with access to the online London Child Protection Procedures;
- consult with and/or refer cases of suspected abuse, including extra-familial and child-on-child abuse, to MASH, and maintain a record of all concerns and referrals;
- liaise with the Headteacher on issues and ongoing investigations, and ensure there is always cover for this role;
- attend and contribute to safeguarding meetings with partners, including child protection, child in need and EFRP meetings, and monitor and support Child in Need and Child Protection plans, reporting unauthorised absences to the child's social worker promptly;
- keep detailed, accurate and securely stored records;
- know how to identify signs of abuse and when to refer to Children and Families Service, understand the CHSCP Escalation Policy and the LADO role, and be able to attend and contribute to child protection case conferences;
- ensure all staff have access to and understand the school's safeguarding policy, receive induction training and regular updates, and that the DSL accesses refresher training at least every two years;
- ensure this policy is reviewed and updated annually and work with the governing body on this; ensure parents are routinely made aware of the policy; and ensure that, when a child leaves the school, their child protection file is transferred promptly and separately from the main pupil file, and their social worker is informed.

Our Head Teacher will ensure

- the policies and procedures adopted by the governing body are fully implemented and followed by all staff;

- all pupils have opportunities throughout the curriculum to learn about safeguarding, including online safety, relationship education and extra-familial risks such as child-on-child harm and exploitation;
- sufficient resources and time are allocated for the DSL and deputies to carry out their roles, including attendance at child protection conferences, core groups, the EFRP and other necessary meetings;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice, addressed sensitively and effectively in line with the Whistle Blowing Policy;
- they have completed Safer Recruitment training, and the procedure for managing allegations against staff is known to all staff and displayed in staff rooms;
- the procedure for managing allegations is operated effectively, with relevant concerns referred to the LADO, and referrals made to the DBS where appropriate; and
- a senior manager is appointed to deal with allegations against staff in the Headteacher's absence.

Our Governing Body will ensure

- the school has a safeguarding and child protection policy in accordance with statutory guidance and locally agreed inter-agency procedures, available to parents on request and via our website;
- the school operates safer recruitment procedures, with all appropriate checks carried out on staff and volunteers who work with children;
- the school follows the London Child Protection Procedures (7th Edition) and Keeping Children Safe in Education (2026) for dealing with allegations of abuse against staff and volunteers;
- a senior member of the leadership team is designated to take lead responsibility for safeguarding, with a deputy, and there is a named governor lead for safeguarding with good communication with the DSL(s);
- staff and governors undertake appropriate safeguarding training at regular intervals, and the school complies with CHSCP self-assessment auditing requirements;
- any deficiencies or weaknesses in safeguarding practice are remedied without delay;
- a governor is nominated to liaise with the Local Authority and/or partner agencies in the event of allegations against the Headteacher;
- where services or activities are provided on the premises by another group or individual, the school checks they have appropriate safeguarding policies and procedures and has hire agreements in place; and
- policies and procedures are reviewed annually, with information provided to the Local Authority on how these duties have been discharged.

19. Allegations regarding person(s) working in or on behalf of the school

Where an allegation is made against any person working in, or on behalf of, the school that they have 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 in a way that indicates they may pose a risk of harm to children; or behaved in a way that indicates they may not be suitable to work with children, all allegations will be investigated properly, in line with agreed procedures, and outcomes recorded — whether or not they are ultimately found to be well founded. All staff maintain a culture of vigilance based on ‘it could happen here’, and are expected to maintain professional boundaries in line with the Code of Conduct. Staff are encouraged to use the Whistle Blowing Policy if they have concerns about a colleague's conduct that they feel have not been addressed appropriately.

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 this; and
- immediately report the matter to the Headteacher, or in their absence the Deputy Headteacher (or, where the allegation is against the Headteacher, the Chair of Governors).

Initial and subsequent action by the Headteacher (or designated person)

- obtain written details of the concern, but do not investigate or interview the child, adult or witnesses;
- contact the Local Authority Designated Officer (LADO) within one working day and seek their advice on how to proceed, and inform the Chair of Governors;
- in consultation with the LADO, conduct a disciplinary investigation if indicated, and maintain contact with the LADO throughout the process;
- contribute to the child protection process by attending strategy meetings as required;
- ensure clear, comprehensive records of the allegation, actions and outcome are retained on the staff member's personnel file; and
- consider, with Human Resources and the LADO, whether a referral to the DBS should be made.

20. Low-level concerns

As part of our whole-school approach to safeguarding, 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 threshold for an allegation. This helps us identify concerning or inappropriate behaviour early, minimise the risk of abuse, and ensure adults are clear about, and act within, professional boundaries.

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 staff code of conduct, including outside of work. Examples could include being over-friendly with children, having favourites, taking photographs of children on a personal mobile phone, engaging with a child 1:1 in a secluded area or behind a closed door, or using inappropriate sexualised, intimidating or offensive language. Such concerns are shared responsibly with the Headteacher, or in their absence the Deputy Headteacher, recorded, and dealt with appropriately — which also protects staff from potential false allegations or misunderstandings.

21. Data protection and information sharing

Throughout this policy, ‘data protection laws’ refers collectively to 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 and promote their welfare; fears about sharing information must never be allowed to stand in the way of safeguarding a child. Where in doubt, staff should speak to the DSL or a deputy.

When deciding what to share, staff consider the relevance of the information (including to the current safeguarding risk), what the receiving setting needs to know, and whether it is clearly presented and proportionate; care is taken not to omit information that may be relevant to understanding or managing a safeguarding risk. Government guidance confirms that ‘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. Further statutory guidance on the new information sharing duty, intended to give staff greater confidence to share information in a timely way, is expected following consultation, and this policy will be updated accordingly.

From 31 March 2026, Article 17(1)(g) of the UK GDPR gives victims of stalking or harassment a specific right to request erasure of their personal data where it was processed as a result of an unfounded allegation made by a malicious person — for example, a malicious allegation about their parenting or a child's safety. Where the school holds such information as a data controller, any request of this kind should be passed to the DSL and Data Protection Officer, who will consider it alongside the evidence provided (such as sentencing information or a protection order) and any exemptions that may apply, including where information must be retained for safeguarding purposes.

22. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding provision, and know these will be taken seriously by senior leaders. Where a staff member 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 as an alternative route: 0800 028 0285 (08:00–20:00 Monday to Friday, 09:00–18:00 at weekends), or by email to help@nspcc.org.uk.

23. Monitoring and review

This policy is reviewed at least annually by the DSL and updated as needed so that it remains current as safeguarding issues emerge and evolve, including lessons learnt from local and national reviews. It is approved by the governing board and made available to parents on request and via our website.

Appendix 1: Recording a concern on CPOMS

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

- Student: record the pupil's name.
- Incident: keep the recording factual — include who the disclosure was made to, by whom, and when/where; avoid conversational language, questioning, or assumptions about what was disclosed. 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 staff member 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 Services, 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–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 council's service, and you must have consulted your DSL first. Experienced MASH staff will listen to your concerns and offer advice on next steps, which may include further conversations with the family, a written referral, or a referral to another service. MASH keeps a log of consultation calls, but it is important that you also make your own agency record of the discussion.

Please complete a MASH referral form if you wish to request early help or statutory social work support for a family. It is expected that you will have spoken to the family about the referral before contacting MASH, except where doing so would place a child at immediate risk of harm. All decisions about next steps are made in line with the Hackney Child Wellbeing Framework.

Appendix 3: Hackney key contacts and guidance

Contact	Details
Multi-Agency Safeguarding Hub (MASH)	020 8356 5500
Hackney MASH Out of Hours	020 8356 2710
Child Abuse Investigation Team (CAIT), Police	020 8217 6537
Hackney Education Safeguarding in Education Team	020 8820 7255
Local Authority Designated Officer (LADO)	020 8356 4569
City & Hackney Safeguarding Children Partnership	020 8356 4183

Contact	Details
NSPCC 24-hour Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
Disclosure and Barring Service (DBS)	www.gov.uk/dbs

Key guidance documents: the Hackney Child Wellbeing Framework and Resource Guide; the London Child Protection Procedures (londoncp.co.uk); Working Together to Safeguard Children (2026); Keeping Children Safe in Education (2026); What to Do if You're Worried a Child is Being Abused; Information Sharing: Advice for Practitioners; the London Borough of Hackney Code of Conduct; and Hackney Education's Whistle Blowing Policy. Current links to each of these are held by the school office and the DSL.