



CHILD PROTECTION POLICY

Our statement on pupil safety and welfare

1. The Academy School is committed to safeguarding and promoting the welfare of children.
2. We recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon.
3. Our Child Protection Policy has two main elements:
 - 3.1. Prevention through the teaching and pastoral support offered to our children.
 - 3.2. Procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting pupils who may have been abused.
4. This policy was developed with particular regard to statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended).

Our aims

5. We aim to:
 - 5.1. Raise awareness among all staff about the importance of child safeguarding and about their responsibilities for identifying and reporting actual or suspected abuse.
 - 5.2. Ensure pupils and parents are aware that The Academy School takes child safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
 - 5.3. Promote effective liaison with other agencies in order to work together for the safeguarding of all pupils taking account the latest guidance incorporated into "Working Together To Safeguard Children 2023".
 - 5.4. Support students' development in ways which will foster security, confidence and independence.

- 5.5. Establish and maintain an ethos where children feel secure and are listened to.
- 5.6. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- 5.7. Include activities and opportunities for PSHE (personal, social, health and economic education), Citizenship and RSE (relationship and sexuality education) in the curriculum that equip children with the knowledge and skills they need to stay safe from abuse and to know who to turn to for help.
- 5.8. Include material in the curriculum that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- 5.9. Take account of policies in related areas such as discipline and bullying.

Principles and procedures for intervention to protect children

- 6. Our policy has been developed with due regard of “Keeping Children Safe in Education 2025” (KCSIE) and “Working Together to Safeguard Children 2023” and other statutory guidance. Our arrangements take into account the procedures and practice of the London Borough of Camden as part of the inter-agency safeguarding procedures set up by the three safeguarding partners (the local authority; Integrated Care Boards (previously known as clinical commissioning group) for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area). We acknowledge our important role as a relevant agency under the Camden Safeguarding Children Partnership (CSCP) arrangements in safeguarding our pupils and our statutory duty to co-operate with CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.
- 7. The Board of Academy School (Hampstead) LLP (the ‘Partnership Board’) is ultimately responsible for ensuring the safety of the pupils of the Academy School and for ensuring that the school has appropriate policies and procedures. The Chair of the Academy School (Hampstead) LLP, currently Chloe Sandars, is responsible for liaising with Camden on behalf of the Board where this is required on safeguarding and child protection matters and link with the local authority designated officer/s (LADO) in the event of an allegation against the Headteacher.
- 8. We will provide a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child

protection plans. We will allow access for children's social care from Camden Social Services or another local authority for that authority to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.

9. We are committed to taking action where a child is suffering significant harm or to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. We commit to following the Threshold Criteria as issued from time to time by the three local safeguarding partners.
10. All staff have a responsibility to provide a safe environment in which children can learn and to identify children who may be in need of extra help or who are likely to suffer significant harm. Staff should assess and identify any children that they believe require early help and discuss these concerns with the designated safeguarding lead ("DSL") or with the deputy designated safeguarding leads ("DDSL").
11. We will contact a welfare agency within 24 hours of a disclosure or suspicion of abuse.
12. We operate safe recruitment procedures (including DBS checks) and we are in compliance with Independent School Standards.
13. The DSL with status and authority to take responsibility for child protection matters is Garth Evans. It is his duty to make a referral to Camden Social Services if there is a risk of immediate serious harm to a child. It is re-iterated though that anyone can make a referral although if they do so they should inform the DSL as soon as possible thereafter. The DDSL is currently Maddy Cannon.
14. This policy includes arrangements to deal with allegations of abuse against members of staff, volunteers working in school, and the headteacher. Concerns should be taken to the DSL, or DDSL in his absence in the first instance, except where allegations are made against the DSL. In these cases, concerns should be reported directly to the LADO. Our policy in this regard is set out in more detail in the section "Allegations against staff", paragraphs 34–35. Should a teacher have any concerns regarding the implementation of this policy or the safety of children at the Academy School which they do not believe is being addressed adequately, they should report their concerns immediately to Camden Social Services.
15. The DSL and the DDSL undertake training (updated every two years) in child protection and inter-agency working.

16. Every new member of staff is given training in child protection. They are made aware of the child protection policy, the behaviour policy, the staff behaviour policy as incorporated within the Staff Handbook, the safeguarding response to children who go missing from education, and who is the DSL and DDSL and what their role is, and these are explained to them. New staff are given the opportunity to ask questions so that they are able to understand and implement the policy. As a condition of their employment, all staff are required to have read and have agreed to implement the child protection policies of the school.
17. All staff must be trained in child protection, and this training must be updated at least every 2 years.
18. Our policy requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
19. The school must report to the Disclosure and Barring Service (DBS) within one month of their leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children or would have been had they not resigned. It is important that reports include as much evidence about the circumstances of the case as possible. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the school must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
- 19.1. Ceasing to use a person's services includes:
- a) dismissal;
 - b) non-renewal of a fixed-term contract;
 - c) no longer engaging / refusing to engage a supply teacher provided by an employment agency;
 - d) terminating the placement of a student teacher or other trainee;
 - e) no longer using staff employed by contractors;
 - f) no longer using volunteers;
 - g) resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
20. The Partnership Board ensures that an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. Currently

this review is undertaken by a member of the Advisory Board, a group of independent advisors set up by the school.

21. The principles identified below, many of which derive from the Children Act 1989, form the basis of our child safeguarding policy and procedures and are followed by all staff.

21.1. All children have a right to be protected from abuse.

21.2. Child abuse occurs in all cultures, all religions and all social classes.

21.3. Staff must be sensitive to the many differing factors which may need to be taken into account depending upon the child's cultural and social background.

21.4. It is important to ensure that the child has the opportunity to express his / her view and that we listen to him / her carefully.

21.5. The prime concern at all stages must be the safety and welfare of the child. Where there is a conflict of interest between the child and parent, the interests of the child must be paramount.

21.6. Children who have been abused need the same care and sensitivity regardless of whether they have been abused by a parent, a carer or a stranger.

21.7. The responsibility to refer children thought to be at risk rests with the individual who identifies the concern, to the DSL or DDSL in the first instance but to Camden Social Services directly if they feel this is important for the wellbeing of the child. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

21.8. The concept of working in partnership with those who hold parental responsibility for a child must provide a framework for procedures.

21.9. All agencies receiving information in the context of a child safeguarding enquiry must treat it as confidential. They must only disclose the information to those who need to know.

21.10. We recognise the need for early help and that staff should be particularly aware of the potential need for early help among the following: children who are disabled and have specific additional needs, children who have special education needs, children who misuse alcohol or drugs, children who are showing signs of being drawn into anti-social or criminal behaviour or are in families showing challenges to the school, or children who are themselves young carers.

- 21.11. It is important that the School and its leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online).

Types of Abuse and Neglect

22. The definition of “child abuse” is wide in order to cover all forms of cruelty that children may endure in their lives.
23. If staff have any concerns about a child or feel that they need more information, they are advised always to discuss the matter to the DSL, DDSL or the Chair of Academy School (Hampstead) LLP, without delay.
24. All of our staff are aware of the types of abuse and neglect:
- 24.1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- 24.2. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical harm includes honour based violence.
- 24.3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Responsibilities of the DSL

25. The DSL is responsible for:

25.1. Ensuring that all staff are familiar with school and local authority (London Borough of Camden) guidelines for identifying and reporting abuse, including allegations of abuse against staff; Ensuring that all staff receive basic training in child safeguarding and that staff training is up to date; Supporting and advising staff on child safeguarding issues generally; Ensuring that recruitment involves all checks required by statutory regulations.

25.2. Ensuring that the school operates an effective child safeguarding policy and that this is monitored and reviewed regularly.

- 25.3. Referring cases appropriately to relevant agencies; Co-ordinating action and liaising with other agencies and support services over child safeguarding issues; In particular, providing a link between the school and other agencies, particularly Children's Safeguarding and Social Work Camden (CSSW) and the Camden Safeguarding Children Partnership; Assisting ESW (education social work) departments and social services departments in investigating allegations of child abuse. This will include ensuring that the Academy School is represented at child safeguarding case conferences and that information about the child is provided as required; Following as appropriate recommendations made by the three safeguarding partners and the London Child Protection Procedures; Disseminating relevant information between agencies to the appropriate staff.
- 25.4. Keeping accurate and secure child safeguarding records, in chronological order, and where relevant sending them to a child's new school; Monitoring the attendance and development of children on the child protection registers; Being the designated teacher for looked-after and previously looked-after children (LAC).
- 25.5. Ensuring parents are fully aware of the school policies and procedures and keeping them informed and involved.

Responsibilities of the Academy School staff

26. All of our staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in our school. In doing so, they should seek advice and support as necessary from the DSL, DDSLs and other senior staff members.
27. We expect staff to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Everyone should treat children with respect within a framework of agreed and understood behaviour.
28. We expect all our staff to:
- 28.1. Be able to identify signs and symptoms of abuse. Staff should refer to paragraph 24 on types of abuse and neglect for a full definition of significant harm and the specific indicators that suggest a pupil may be at risk of suffering significant harm.
 - 28.2. Follow the relevant guidelines from the educational social work (ESW) department and, if necessary, the London Child Protection procedures.

- 28.3. Report concerns to the DSL, DDSL or other senior staff members as appropriate. Know to whom and how to report allegations against other school staff. Any concern regarding a member of staff or volunteer should be referred immediately to the headteacher. Any concern against the Headteacher should be referred to the LADO. Any concern against the DSL should be referred to the Chair of Academy School (Hampstead) LLP. Report to the DSL if it comes to their knowledge that a child is being privately fostered.
- 28.4. Monitor and report as required on the welfare, attendance and progress of any pupils on a child safeguarding register. Keep clear, dated, factual and confidential records of child safeguarding concerns.

Dealing with disclosures

29. Staff are aware that disclosures may not only concern other adults, within or outside the school, but may also be made against other pupils, or against children outside the school. Staff are trained to:

- 29.1. **Stay calm and sympathetic.** Listen to what you are told without displaying shock or disbelief. Be observant and attentive without being judgmental. Do not probe or put words into the child's mouth – accept what is said. If you can, take notes, and invite the child to help you to be as accurate as possible.
- 29.2. **Reassure** the child that it was right to tell, that you are sympathetic, that they are not alone, that you are glad they spoke up. Do not make promises that you may not be able to keep such as “everything will be alright” or “I won't tell anyone”. Do not promise confidentiality to adults or children, as you have a duty to refer.
- 29.3. **Respond** calmly and openly. Do not ask leading questions (such as “What did s/he do then?”) or interrogate. Ask open questions that will encourage a secure and sympathetic environment for the child, such as “Anything else to tell me?” “Yes?” “And?”
- 29.4. **Do not criticise** the perpetrator or be judgmental.
- 29.5. **Do not ask** the child to repeat it all for another member of staff.
- 29.6. **Take notes** and check them with the child.

- 29.7. **Explain** what you have to do next and who you have to talk to (the DSL). Keep in contact with the pupil and, if a social services interview is to follow, see that the child has a “support person” present if they wish. (This may be you.)

Referrals

30. A decision on whether or not to refer a pupil to CSSW should be made by the DSL following a discussion with the member of staff who has raised concerns. However, any member of staff can make a referral if they believe doing otherwise would delay the referral. In these circumstances they should inform the DSL or DDSLs as soon as possible. Where the referral raises concerns that the child is at risk of significant harm the case will be passed on to Camden Children and Families Contact Service (CFCS) team to gather relevant information from other agencies.
31. It is important that the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Referrals should be in writing via an e-CAF referral completed by the DSL (or by the member of staff if the DSL is not immediately available). Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via an e-CAF referral within 48 hours. However, it is noted again that anyone can make a referral.
32. Parental consent will be sought prior to the referral being made unless to seek such consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral will still be made. If the child has an allocated Family Services and Social Work (FSSW) social worker, the referral will be made directly to them. If the child is not already known to FSSW, referrals should be made to the relevant duty and assessment team depending on the child’s home address. If the child is not already known to FSSW, referrals should be made to the CFCS team. If the child lives outside Camden, a referral will be made to their home local authority.
33. The school recognises its duty to provide information to and cooperate with the three safeguarding partners as a relevant agency (if so appointed) and to abide by locally agreed policies and procedures.

Allegations against staff

34. In the event that an allegation is made against a member of staff or volunteer, we will follow Camden’s Guidance “Managing allegations against Staff and Volunteers 2024” as set out in our policy “Dealing with allegations against teachers and members of staff”, which can be found on

the School's website. All reports of any allegation made by one teacher to another or made by other children to a teacher must be taken up with the DSL at once. The DSL, after discussion with relevant staff, will be responsible for taking appropriate action.

35. In addition, if there are serious concerns about a member of staff following an incident or investigation into an allegation, the headteacher will discuss the matter with the LADO, who may decide to refer the individual to the DBS as unsuitable to work with children. Where the school has ceased to use a person's services, for example dismissed them from work in a role involving regular contact with children, because:

- a) they are considered unsuitable to work with children, or
- b) as a result of misconduct, or
- c) because of a medical condition that raises a possibility of risk to the safety or welfare of children,

the school will report the member of staff to the DBS. The school will also provide information where a member of staff has resigned or retired during an investigation relating to the safeguarding of children. Our detailed policies and procedures are set out in "Managing Allegations against Teachers and other members of Staff", which can be found on the School's website, and fully takes account of the latest Department for Education ("DfE") guidance.

Allegations against other pupils

36. Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. We ensure that such peer-on-peer abuse is minimised through constant monitoring of the pupils by staff members, both in class and in break times, appropriate punishments, education of the children and training of staff members.

37. Any allegations of abuse must be reported to the DSL or a DDSL and appropriate action must be taken in accordance with our policies regarding managing allegations of abuse against other pupils. We strongly support the contention that abuse is abuse and will not be tolerated. We acknowledge that abuse is more likely to be inflicted on girls but that any abuse is unacceptable. Safeguarding issues raised in this way may include:

- a) sexual violence and sexual harassment,

- b) physical abuse,
- c) sexting, and
- d) initiation/hazing type violence and rituals.

38. We also recognise that upskirting is a criminal offence and if any staff or pupil believe this has occurred, they should report it immediately to DSL who will report it to the police as appropriate, or directly to the police informing the DSL as well.

Whistleblowing

39. All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff, volunteers, pupils and parents may report concerns to:

- a) Camden's LADO where there are issues regarding the welfare of a pupil; and
- b) Camden Council's confidential and independent helpline for protected disclosure on 0800 734199 or OFSTED whistle-blowing line 0300 1233155, where there are issues regarding the school's overall procedures around safeguarding.

Records

40. Child protection records are highly confidential and are kept in a designated welfare file separate to the pupil's education records. These records are securely held within the school. The DSL ensures that all welfare records have a basic information sheet and that this is kept up to date and kept separate to the child's education file. All information is recorded on the safeguarding monitoring form and all records are signed and dated. Any concerns, incidents, disclosures or signs of neglect or abuse must be fully recorded in writing with dates, times and locations. Records must include a clear and comprehensive summary of the concern and details of what action has been taken. This will help if/when responding to any complaint about the way a case has been handled. These records should separate fact, allegation, hearsay and opinion and clearly indicate decisions made and actions taken.

41. The monitoring/incident form must be completed:

- a) Whenever concerns arise or there is a serious incident; or

b) Where a child is being monitored prior to a case conference or core group meeting.

42. Where a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school within 5 days.

Confidentiality and Information Sharing

43. All information obtained by the school about a pupil and their family is confidential and should only be shared with other professionals and agencies with the family's consent. Parental consent to making a child protection referral will be sought, but if it is withheld, the referral will still be made and parents made aware of this. Before we take this step, the school will consider the proportionality against non-disclosure: Is the duty of confidentiality overridden by the need to safeguard the child? Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, the school will discuss this with the CFCS social worker on a "no names" basis to gain advice on whether this course of action should be taken.

44. Where a child is at risk of suffering significant harm, the school has a legal duty to share this information with FSSW and make appropriate referrals. Equally where a child is subject to a child protection investigation, the school will share any information about the child requested. Only relevant information will be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.

45. Child safeguarding raises issues of confidentiality, which should be clearly understood by all staff. Staff should not promise absolute confidentiality to a child whose own safety and welfare may be at risk. Staff have a duty to refer. All staff should follow the guidance on confidentiality in the DfE booklet "[What to do if you are worried a child is being abused](#)" and discuss any queries with the DSL. Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from CFCS social worker.

Appointing staff

46. We make all appointments (both to teaching and administrative and support posts) in accordance with statutory regulations. Our recruitment procedures are set out in our internal "Recruitment

Policy”, which is available on request. The procedures in paragraph 47 apply to all staff, including temporary staff, self-employed music and sports coaches, and also to parents who volunteer to work in school on a regular basis and have unsupervised access to children. We maintain a single central register of all staff, volunteers and proprietors that includes details of checks carried out and the outcome of these checks, in accordance with the standards set in the KCSE 2025 guidance.

47. We carry out extensive checks on and enquiries about applicants for all positions, including voluntary and support roles, in accordance with statutory regulations and best practice.

47.1. We verify the candidate’s identity and immigration status from their passport.

47.2. We always ask for a reference from the last employer and check the candidate’s academic and vocational qualifications and, where the candidate has been living abroad, make enquiries in the country where the candidate has been living, as appropriate. We take up all references before committing to the appointment of any member of staff, whether teaching or non-teaching staff, and preferably prior to any interview. If the candidate is currently working with children, on either a paid or voluntary basis, we will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If the candidate is not currently working with children but has done so in the past, we will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, we will still ask the current employer about the candidate’s suitability to work with children. Where the candidate has no previous employment history, the School may request character references which may include references from the candidate's school or university. It is an expectation that a minimum of two references will be obtained. If a telephone reference is given, detailed notes must be taken (including who the individual providing the reference is), dated and signed. References should be reviewed to check all specific questions have been answered satisfactorily, with appropriate follow-up where required.

47.3. All applicants will be interviewed by the headteacher, who is also the DSL, and has received safe recruitment training. At interview, we ask candidates to confirm their identity

and to account for any gaps in their career or employment history. We verify the candidate's mental and physical fitness to carry out their work responsibilities.

47.4. As part of the shortlisting process, we will consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened, and are publicly available online, which we may want to explore with an applicant at interview. Shortlisted candidates should be informed that online searches may be done as part of due diligence checks.

47.5. We make enhanced DBS checks with barred list information for all appointments for members of staff who will be employed in regulated activities. Staff do not start working with children unsupervised until the DBS certificate is available.

47.6. No staff member or volunteer will be allowed to take up posts until all checks and enquires for that position have been satisfactorily completed.

48. Although the headteacher has day to day responsibility for the recruitment of staff, the Board of the Partnership ensures that it maintains an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.

49. In the event of a new Partner being appointed to Academy School (Hampstead) LLP, we will undertake all of the required checks as set out in KCSIE and under DfE regulations including with The Teacher Regulation Agency to ensure that the individual is not prohibited from being a proprietor of an independent school.

50. In addition, if we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the person were a new member of staff. The school will deal with allegations against our staff in accordance with our complaints and/or staff disciplinary procedures.

Working with Parents and Carers

51. We recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. To achieve this, we:

51.1. make parents aware of our statutory duty in safeguarding and promoting the welfare of pupils, including the duty to refer pupils where necessary by making policies available on our website;

- 51.2. provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- 51.3. consult with and involve parents in the development of our policies and procedures to ensure their views are taken into account; and
- 51.4. ensure a robust complaints system is in place to deal with issues raised by parents and carers.

Volunteers

52. All volunteers are required to undergo a recruitment process, including references, DBS and other checks and interviews, that is appropriate and proportional to the duties assigned to them. Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children, should be subject to an enhanced DBS check, including barred list information. New volunteers who are not carrying out a regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check. For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the headteacher will decide whether an enhanced DBS check should be carried out depending on:

- a) The nature of the role;
- b) What information is already known about the volunteer;
- c) What references from work or volunteering activity the volunteer has provided regarding suitability; and
- d) Whether the role is eligible for an enhanced DBS check.

53. We will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience. Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils. All volunteers will be fully inducted in relation to all school policies and procedures.

Induction and training

54. The headteacher will ensure that all new staff are fully inducted and provided with training that includes:

- 54.1. Child Protection Policy;
- 54.2. Behaviour Policy;
- 54.3. Staff Code of Conduct;
- 54.4. the role and identity of the DSL and DDSs;
- 54.5. an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- 54.6. safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; and
- 54.7. a copy of Part 1 of KCSIE at least (or, for staff that do not work directly with children, Annex A);.

All new staff will be provided with copies of the documents mentioned above. The headteacher will keep a central record of all statutory and other training undertaken by staff members and volunteers.

Staff training and support

55. Child safeguarding training for teachers and for all other school staff who have contact with children is important and we provide it at least every two years. This training will be to at least level B which should enable them to:

- a) Develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or likely to suffer significant harm;
- b) Describe inter-agency roles and responsibilities;
- c) Understand what will happen once they have informed someone about their concerns;

- d) Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process; and
- e) Demonstrate skills in effective collaboration between agencies to achieve intended outcomes.

56. The DSL will receive specific training on the role of the DSL and relevant multi-agency training courses provided by the London Safeguarding Children Board.

57. All our staff are required to have basic training in child safeguarding. The headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures and that staff are fully aware of their role in implementing these. All staff receive support in respect of child safeguarding work and we advise them to contact the DSL for advice. The headteacher will keep a central record of all statutory and other training undertaken by staff, volunteers and proprietors. We brief staff involved in recruitment on the appropriate child safeguarding procedures to adopt as part of the recruitment process.

Inter-agency working

58. The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce to deliver integrated services that focus on prevention. The DSL or DDSL will liaise and manage referrals to relevant agencies such as CSSW, the LADO, the Prevent and Channel Panel, the Police and the Disclosure and Barring Service. They will also provide advice and guidance on safeguarding and child protection issues and making referrals and support them through the referral process. The school will liaise with Camden's lead officers for safeguarding and the three safeguarding partners wherever there are concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

59. To achieve this, the school will lawfully share information with the three safeguarding partners and other agencies in order to ensure pupils receive appropriate services, and will use the e-CAF to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil. The DSL will liaise with relevant local authority social services to ensure that all relevant information held by the school is provided to these agencies during the course of any child protection investigation.

60. The DSL will ensure that the school is represented at child protection case meetings and core group meetings:

- a) Where possible a member of staff who knows the child best such as a class teacher will be nominated to attend;
- b) Failing that the DSL or a DDSL will attend;
- c) If no-one can attend the DSL will ensure that a report is made available to the conference or meeting.

Conduct and safe teaching practices

61. We expect our staff and volunteers to set a good example through their own conduct and behaviour and we aim to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries. We make staff and volunteers aware of current guidance on safe teaching practice contained in KCSIE 2025.

Physical Intervention and restraint

62. We will use physical intervention and restraint only in line with Camden's "[Guidance for the management of an allegation against a member of staff](#)" and "[Physical Intervention policy for Schools and Centres](#)." Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property. Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains.

63. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carers on the same day to explain the circumstances involved.

Health and safety and risk assessments

64. The Partnership Board and headteacher will ensure that there are robust health and safety practices in place in order to meet statutory responsibility for the safety of pupils and staff within the school environment. Any health and safety policy adopted by the school will be based on government guidance and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risks themselves.

65. We carry out risk assessments as follows:

- a) On an annual basis for the school environment as a whole and for safeguarding issues.
- b) For all school trips.
- c) When a pupil who has been excluded for risky or violent behaviour is returning to the school.
- d) Whenever there are any changes to the school environment or school practices.
- e) Following any serious incident.
- f) For any child whose behaviour could pose a risk to themselves or others.

Site security and visitors

66. The Headteacher is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage. For visitors who are there in a professional capacity the School should check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

67. All visitors and contractors will be:

- a) Informed to report to reception on arrival;
- b) Expected to provide proof of identity;
- c) Suitably supervised by school staff at all times; and
- d) Made aware of school health and safety procedures.

68. The Headteacher will ensure that any contract entered into with the contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors and ensure compliance with school policies. Contracted workers will not be allowed to approach or speak to pupils under any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
69. Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils. All visitors will be assessed to ensure that they do not pose a threat to the safety of our children.
70. We ensure that our visiting speakers provide a range of views and opinions on the various subjects they address during the year. In concert, they will provide careers advice that is impartial and enables the children to make informed choices about a broad range of career options and helps them to fulfil their potential. We will consider carefully which visitors to ask to present at the school to ensure that they are reputable and of a high quality. No speaker will be invited who is likely to present partisan political views or to attempt to radicalise any of the children. We will discuss with each visiting speaker before they arrive what will be included within their presentation to ensure they do not put forward partisan political views or unsuitable views or ideas that are contrary to our ethos or the law.

Distance Learning

71. Should the school be required or need to move to the provision of education through distance learning, the safeguarding arrangements will remain in full force and effect. We expect our staff to adopt the following safe practices when implementing distance learning:
- a) Undertake lessons over Zoom or other form of electronic medium as directed by the headteacher.
 - b) Only use school email, Zoom and authorised social media accounts.
 - c) Contact any child only through the school provided email address. To contact parents only via the staff member's school email account. Teachers should not share any personal information with children or parents.

- d) Dress appropriately and always use appropriate language and adopt the same practices as if the lesson was being held in the school premises.
- e) Report immediately any behaviour by a pupil that is in contravention of any of the school policies.
- f) To inform the DSL or a DDSL immediately of any safeguarding concerns in accordance with this policy.

72. The school undertakes to support parents in making sure their children are safe online. It will encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious software. We will also help parents to structure their child's day through the provision of a timetable for Zoom lessons.

73. Teachers should be careful to comply with data protection rules when teaching online including:

- a) Taking care not to share contact details when emailing multiple people;
- b) Being careful when sharing usernames and other personal data for access to online resources; and
- c) Providing access to school data systems safely.

Monitoring and evaluating the effectiveness of our policy

74. To monitor the safety of the premises and the school environment, as well as the implementation of policies, the headteacher will ensure that:

- 74.1. The school keeps a central record of all accidents and incidents including what action was taken and by whom;
- 74.2. Staff are made aware of their responsibility to record accidents and incidents;
- 74.3. The headteacher has an overview of all accidents and incidents;
- 74.4. Racist incidents are recorded and dealt with in accordance with DfE guidance;
- 74.5. The child protection policy and its implementation are reviewed by the Board of the Academy School (Hampstead) LLP on an annual basis;

74.6. All other school policies are regularly monitored and annually reviewed by the headteacher or another partner.

Child safeguarding in relation to other school policies

75. This policy is to be read in conjunction with the Low-Level Concerns Policy, which can be found in the Staff Handbook. A low-level concern is any concern, no matter how small and even if no more than a 'niggling doubt', that an adult may have acted in a manner inconsistent with the School's Code of Conduct (including inappropriate conduct outside of work). Examples of such behaviour could include but are not limited to: being overly friendly with pupils; showing favouritism; taking photographs of pupils on a personal device; humiliating students, or using inappropriate sexualised, intimidating or offensive language. Staff are required to report any concerns about any adult to the Headteacher. More information can be found in the Low-Level
76. Please read this child safeguarding policy in conjunction with our policies on equal opportunities, behaviour and the prevention of bullying, among others.
77. The school is also aware of the guidance in relation to the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. Staff are directed to the Home Office's "[Preventing youth violence and gang involvement](#)" and "[Criminal exploitation of children and vulnerable adults: County Lines](#)."

Curriculum

78. The following objectives, pursued throughout the school's curriculum and ethos, are important in the safeguarding of children:
- a) Developing pupil self-esteem;
 - b) Developing communication skills;
 - c) Informing children about all aspects of risk;
 - d) Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults; and
 - e) Developing non-abusive behaviour between pupils.

Children with special educational needs

79. Children with special educational needs may be especially vulnerable to abuse. We expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. Pupils with special educational needs should feel confident and able to discuss their concerns. The DSL will work with the appropriate teachers to identify any pupils with particular communication needs, which may mean they have barriers and difficulties in managing or reporting challenges.

Looked-after children and Monitoring

80. We will appoint an appropriate teacher to promote the educational achievement of children who are looked after. All information regarding a child on a child protection plan will be recorded on the child protection monitoring form prior to each conference and core meeting. The completed monitoring form will be kept on the pupil's separate child protection file and copies will be made available to all conferences and core group meetings. The DSL will notify FSSW if the child is removed from the school roll, excluded for any period of time, or goes missing.

81. The DSL ensures that staff are aware of how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes. The DSL will liaise with the designated teacher for LAC (looked-after children) whenever there are safeguarding concerns relating to a looked-after child or previously looked-after child.

Social Media and Information Technology

82. We are aware of the dangers posed by social media and information technology to our pupils. We recognise the three areas of risk:

- a) **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical, extremist views, misinformation, disinformation and conspiracy theories;
- b) **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

- c) **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying; and
- d) **Commerce:** being at risk of harm through the use of online sales outlets.

83. Our policy and procedures are set out in our “Information Technology Policy”, which is available on the School’s website. It is a duty of all members of staff to raise any concerns they may have regarding social media and information technology with the DSL or, in their absence, a DDSL. We have established filtering systems on our Wi-Fi network to ensure that inappropriate sites are not accessed. Pupils are only allowed to access the internet in supervised lessons where the computer they are using is recorded or under the direct supervision of a member of staff, again where the computer they are using is recorded. We provide advice and training for all pupils on the dangers of the internet and ways they can remain safe when online. This advice follows the Government guidance “[Teaching Online Safety in Schools 2019.](#)”

Attendance Policy

84. The school maintains a separate Attendance Policy, which is available on request and of which all staff are aware. This sets out the procedures that need to be followed if a pupil fails to arrive at school. Staff are also aware of the procedures to be followed if a child is missing from education as set out in the DfE’s guidance “[Children Missing Education](#)”. Any knowledge of unauthorised absence should be reported to the headteacher in the first instance. In any event if we believe there is any possibility that a child who is, or has been at our school, is missing from education we will report this to the relevant authorities, initially Camden social services. The school must report to the local authority whenever it removes a child from the school roll at standard and non-standard transmission points.

85. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. If staff have concerns about persistently absent pupils, they should report these to the DSL who will follow the guidance set out in the DfE’s “[Working together to improve school attendance](#)”.

Prevention of extremism and radicalisation

86. The school recognises its safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.
87. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Where a staff member believes a pupil is vulnerable to radicalisation and being drawn into terrorism, they should inform the DSL. The DSL will follow local procedures for making a Prevent referral.
88. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.
89. The school is committed to being a safe space for our children to explore new ideas and perspectives, and develop their critical thinking skills. Where the headteacher or a teacher has concerns that a child might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge ideologies, we will discuss these concerns internally and we will consider whether to call in external advice and guidance.
90. The headteacher as DSL will decide whether to make a referral. He may speak to and get advice from the local police, the Police Prevent Engagement Office (Gareth Tuck, gareth.tuck@met.pnn.police.uk or call 07818587396) and Camden’s Prevent co-ordinator (Manisha Bhikha manisha.bhikha@camden.gov.uk or call 020 7974 1475). To make a referral to the Channel Panel, the school will first refer the child to the CFCS team using e-CAF in the same way as for other safeguarding referrals. Where possible, the school will gather the relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour and known associates. When making a referral, if the referral is considered appropriate for Channel support, the school will attend the multi-agency

panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.

Female Genital Mutilation

91. We are aware of the dangers of Female Genital Mutilation (“FGM”) and we have put in place policies and procedure to ensure, as far as we are able, that any such activity is detected and reported. Members of staff have an obligation to report any concerns regarding FGM to the DSL who will take appropriate action, using existing national and local protocols for multi-agency intervention. Additionally, there is a specific legal duty on teachers, if in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. We have trained our staff to understand the nature of the danger, the children who are likely to be vulnerable to such a crime and the symptoms of children who have undergone FGM.

Forced marriage

92. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. In addition, since February 2023, it is also a crime to carry out any conduct where the purpose of that conduct is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion is not used. As with existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. If staff have a concern regarding a child who might be at risk of forced marriage, they should speak to the headteacher. As appropriate, the headteacher will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children’s social care.

Sexual harassment, abuse or violence

93. The school has a zero-tolerance policy towards any form of sexual harassment, abuse or violence among pupils or staff. We ensure that our staff have appropriate knowledge of part 5 of KCSIE

and have good awareness of the signs that a child is being neglected. All pupils are fully supported to report concerns about harmful sexual behaviour, and they would be completely willing to address any concerns to their teachers or the DSL/DDSL. Our staff are confident and well-trained in handling reports of sexual harassment, abuse or violence in line with DfE's guidance including off school premises. All allegations are taken seriously, comprehensively reported and dealt with swiftly, and appropriately, and pupils are confident that this is the case.

Extra-familial harm and exploitation

94. We are aware of the risk to children from extra-familial harm and staff are vigilant to the indicators of extra-familial harm in relation to pupils at all times. Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the house and that has put a pupil at risk, staff will discuss the matter with the DSL or a DDSL and consider the level and nature of the risk before making decisions on referrals. Sources of harm and exploitation can include:

- a) Child sexual exploitation;
- b) Child criminal exploitation including county lines;
- c) Modern slavery and trafficking;
- d) Gang activity and youth violence; and
- e) Radicalisation.

Children and young people experiencing mental health issues

95. We recognise that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education. We are a party to the multi-agency protocol on children and young people's mental health and will carry out our responsibilities under that protocol where there are concerns about a pupil's mental health and emotional wellbeing. Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the DSL to agree any actions to take. We ensure that staff have an understanding of trauma-informed practice and its link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help. We ensure early identification of pupils who have mental health needs and put in place

appropriate support and interventions, including specialist services, where needed. We also recognise the need for staff to be aware of the lasting impact that abuse, neglect or any other potentially traumatic adverse experiences may have on a pupil and the impact this may have on their mental health, as well as their behaviour, attendance and progress at School.

Local Contacts

- The Camden Safeguarding Children Board is involved in developing policies and procedures for, and co-ordinating local work on, the safeguarding and promotion of the welfare of children in the borough. They can be contacted on 020 7974 6639 or see their website at www.cscb.org.uk.
- The Camden Council Social Care Services call centre is available on 020 7974 6666, or on 020 7794 4444 out of hours.
- Alternatively, contact the Camden Information and Access Service (020 7974 4000) for advice.

Further Reading

- “Keeping children safe in education 2025”
- “What to do if you’re worried a child is being abused” (DCSF, 2015)
- “Working Together to Safeguard Children 2023”
- “Every child matters” (Green Paper, DCSF, 2003)
- “London Child Protection Procedures 2025.” These can be found at <http://www.londoncp.co.uk/>.
- This revised edition of the “London Child Protection Procedures” sets out the procedures which all London agencies, groups and individuals must follow in identifying, raising and responding to welfare concerns when coming into contact with or receiving information about children 0 to 17 years, including unborn children and adolescents up to their 18th birthday. This edition of the “London Child Protection Procedures” incorporates the “Government guidance Working Together to Safeguard Children 2023 and “Keeping children safe in education 2025.”

Reviewed and updated by Andrew Sandars

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