



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. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. The School's approach is child-centred: we will consider, at all times, what is in the best interests of the child.
3. We recognise that no single person can have a full picture of a child's needs and circumstances. Effective safeguarding therefore depends on staff exercising professional curiosity, recording and sharing concerns appropriately, and working in a co-ordinated way with parents, carers and external agencies where appropriate.
4. 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. The School will listen to and take account of the wishes and feelings of pupils, both when responding to individual safeguarding concerns and when reviewing its safeguarding arrangements. Pupils will be told, in an age-appropriate way, how to raise worries or concerns and what will happen if they do so.
5. Our Child Protection Policy has two main elements:
 - 5.1. Prevention through the teaching and pastoral support offered to our children.
 - 5.2. Procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting pupils who may have been abused.
6. 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

7. We aim to:

- 7.1. Raise awareness among all staff about the importance of child safeguarding and about their responsibilities for identifying and reporting actual or suspected abuse.
- 7.2. 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.
- 7.3. 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 2026”.
- 7.4. Support students’ development in ways which will foster security, confidence and independence.
- 7.5. Establish and maintain an ethos where children feel secure and are listened to.
- 7.6. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- 7.7. Include activities and opportunities for PSHE (personal, social, health and economic education), Citizenship and RSE (relationship and sex education) in the curriculum that equip children with the knowledge and skills they need to stay safe, including online, from abuse, to understand healthy and respectful relationships, to recognise harmful behaviour, and to know who to turn to for help.
- 7.8. 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.
- 7.9. Take account of policies in related areas such as discipline and bullying.

Principles and procedures for intervention to protect children

8. Our policy has been developed with due regard of “Keeping Children Safe in Education 2026” (KCSIE) and “Working Together to Safeguard Children 2026” 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.

9. 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.
10. We will provide a co-ordinated offer of early help and Family Help¹ 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.
11. 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.
12. 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/or Family Help and discuss these concerns with the designated safeguarding lead (“DSL”) or with the deputy designated safeguarding leads (“DDSL”).
13. Where a child has been harmed or is in immediate danger or at risk of harm, the DSL, a DDSL or any member of staff will contact the local authority children’s social care and/or police

¹ Detailed information on Family Help can be found in Working Together to Safeguard Children. Family Help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.

immediately in the event of a disclosure or suspicion of abuse. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Where the concern is not urgent, the School will follow local safeguarding procedures and seek advice as appropriate, but action must not be delayed where a child may be at risk.

14. We operate safe recruitment procedures (including DBS checks) and we are in compliance with Independent School Standards.
15. 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.
16. 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 40-41. 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.
17. The DSL and the DDSL undertake training (updated every two years) in child protection and inter-agency working.
18. Every new member of staff is given training in child protection. They are made aware of the child protection policy, the good 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.

19. All staff must be trained in child protection, and this training must be updated at least every 2 years.
20. Our policy requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
21. 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).
 - 21.1. 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.
22. 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.

23. 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.

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

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

23.3. 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.

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

23.5. 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.

23.6. 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.

23.7. 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.

23.8. The DSL and/or DDSL will be available at all times. Their contact details are as follows:

23.8.1. DSL: Garth Evans - 07729589281 - garth@academyhampstead.com

23.8.2. DDSL: Maddy Cannon - 07817 972231 - maddy@academyhampstead.com

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

23.10. 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.

23.11. We recognise the need for early help and/or Family Help and that staff should be particularly aware of the potential need for early help and/or Family Help among the following: children who are disabled and have specific additional needs, children who have special education needs, children who have a mental health need, children who are frequently absent from education, children who are at risk of honour- or faith-based abuse, including female genital mutation (FGM) or forced marriage or abuse related to faith or belief such as allegations of demonic possession, children who have a social worker or are otherwise known to children's social care, children in kinship care, foster care or residential care, 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. Where early help or Family Help is appropriate, the DSL or a DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, but staff may be required to support other agencies and professionals and, in some cases, act as lead practitioner. Any such support will be kept under review and escalated to children's social care if the child's situation does not improve or appears to worsen.

23.12. 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).

Whole-school safeguarding culture

24. The School will maintain a culture in which safeguarding is understood to be everyone's responsibility. This includes:

- 24.1. maintaining an attitude of "it could happen here";
- 24.2. ensuring that staff feel confident to raise concerns about pupils, adults working with children, and safeguarding practice within the School;
- 24.3. ensuring that staff understand that they should not assume that someone else will take action;
- 24.4. encouraging professional curiosity and challenge where a child's situation does not appear to be improving;

- 24.5. ensuring that pupils know how to raise worries or concerns and are confident that they will be listened to and taken seriously;
- 24.6. ensuring that safeguarding concerns, discussions, decisions and the reasons for decisions are recorded clearly; and
- 24.7. ensuring that safeguarding practice is kept under regular review by the DSL, senior leadership and the Partnership Board.

Types of Abuse and Neglect

- 25. The definition of “child abuse” is wide in order to cover all forms of cruelty that children may endure in their lives.
- 26. 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.
- 27. All of our staff are aware of the types of abuse and neglect:
 - 27.1. **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.
 - 27.2. **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 can include types of "honour" based violence, although staff should recognise that "honour" based abuse can involve emotional abuse and other forms of abuse.
 - 27.3. **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.

27.4. 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 penetration with an object) 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, including social media, messaging platforms, gaming, image-sharing tools and artificial intelligence, may be used to facilitate, threaten, coerce, exploit, harass or abuse children.

27.5. 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

- 28. The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the School's filtering and monitoring systems and processes.
- 29. The DSL is responsible for:

- 29.1. 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.
- 29.2. Ensuring that the school operates an effective child safeguarding policy and that this is monitored and reviewed regularly.
- 29.3. 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.
- 29.4. 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).
- 29.5. Ensuring parents are fully aware of the school policies and procedures and keeping them informed and involved.

Responsibilities of the Academy School staff

30. 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.

31. 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.
32. We expect all our staff to:
- 32.1. Be able to identify signs and symptoms of abuse. Staff should refer to paragraph 27 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.
 - 32.2. Follow the relevant guidelines from the educational social work (ESW) department and, if necessary, the London Child Protection procedures.
 - 32.3. 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 DSL or DDSL. Where an allegation or complaint is made against the DSL, the matter should be reported immediately to the Chair of Academy School (Hampstead) LLP (currently Chloe Sandars) without the DSL being informed. Where there is a conflict of interest in reporting the matter to the Chair, the allegation should be referred to the LADO. Report to the DSL if it comes to their knowledge that a child is being privately fostered.
 - 32.4. 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

33. 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:
- 33.1. **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.

- 33.2. **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.
- 33.3. **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?”
- 33.4. **Do not criticise** the perpetrator or be judgmental.
- 33.5. **Do not ask** the child to repeat it all for another member of staff.
- 33.6. **Take notes** and check them with the child.
- 33.7. **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

34. 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. Staff should not assume that somebody else will take action or share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children’s social care as appropriate. If a child’s situation does not appear to be improving, the DSL should press children’s social care for reconsideration. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
35. 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.

36. 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.
37. 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.
38. Where staff have safeguarding concerns about a child who is not a pupil of the School (for example, a sibling of a pupil, or a child attending an activity on the School's premises), they should follow the same procedures and report their concern to the DSL immediately.
39. Not all concerns about a pupil's welfare will meet the threshold for referral to external agencies. Where the DSL determines that a concern can be managed internally, and doing so does not place the child at additional risk, the School will put in place appropriate pastoral support. This may include, for example, monitoring by one of the pupil's teachers or the Head, or engagement with parents or carers. The DSL will keep such cases under review and will escalate to external agencies if the pupil's situation does not improve or if further concerns arise.

Allegations against staff (including supply teachers, trainee teachers, volunteers and contractors)

40. In the event that an allegation is made against a member of staff (including supply staff, trainee teachers, volunteers or contractors) , 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.

41. In addition, if there are serious concerns about a member of staff following an incident or investigation into an allegation, the DSL 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

42. Children can abuse other children. This is often referred to as child-on-child abuse and can happen inside or outside school and online. Child-on-child abuse may involve children of any age and may occur between two children or within a group. The School will take all such concerns seriously, whether or not there have previously been reports of child-on-child abuse. The absence of reports does not mean it is not happening; it may mean that it is not being reported. The School has a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children.
43. Any allegations of abuse must be reported to the DSL or a DDSL and appropriate action must be taken in accordance with our policy 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:

- 43.1. bullying, including cyberbullying, prejudice-based and discriminatory bullying;
 - 43.2. abuse in intimate personal relationships between children;
 - 43.3. physical abuse;
 - 43.4. sexual violence and sexual harassment;
 - 43.5. harmful sexual behaviour;
 - 43.6. online sexual harassment and abuse;
 - 43.7. consensual and non-consensual sharing of self-generated intimate images and/or videos, including images or videos generated or manipulated using artificial intelligence;
 - 43.8. upskirting;
 - 43.9. initiation or hazing-type violence or rituals;
 - 43.10. misogynistic, misandrist, homophobic, biphobia, racist or otherwise discriminatory language or behaviour; and
 - 43.11. coercion, threats, exploitation or abuse facilitated by technology.
44. 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.
45. Where allegations involve consensual and non-consensual sharing of self-generated intimate images and/or videos, staff must not view, copy, print, share, store or save such imagery, except where this is unavoidable and necessary to safeguard a child and in accordance with UKCIS guidance and the DSL's direction. Any incident must be referred to the DSL or a DDSL immediately. The DSL will consider the age and vulnerability of the children involved, whether there has been coercion, exploitation, threats, a power imbalance, repetition, adult involvement, or evidence of wider distribution, and will decide whether to manage internally, involve parents, seek advice, or refer to children's social care and/or the police.

Whistleblowing

46. All staff and volunteers should feel able to raise concerns about poor or unsafe safeguarding practice and potential failures in the School's safeguarding arrangements. Such concerns will be taken seriously by the senior leadership team and the Partnership Board. Where a member of staff feels unable to raise an issue internally, or feels that their genuine safeguarding concerns are not being addressed, they may use external whistleblowing routes:
- 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

47. 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. Records should also include how the concern was followed up and resolved, the outcome, what information was shared, with whom and why, and the rationale for any decision not to refer or not to take further action. Records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. 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.
48. 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.

49. Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.
50. This includes sharing information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme, as well as information relating to serious violence or harmful sexual behaviours. It would be good practice for a conversation to take place between the DSLs at both settings, where there are issues or concern.

Confidentiality and Information Sharing

51. The School will handle safeguarding information confidentially and securely. However, confidentiality is not absolute and information must be shared where this is necessary, proportionate and lawful to safeguard or promote the welfare of a child. Data protection legislation, including the UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025, does not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. Parental consent to making a child protection referral will be normally sought where appropriate, but if it is withheld, the referral may still be made and parents made aware of this if appropriate. Consent will not be sought where seeking consent would place a child at increased risk of harm, prejudice a criminal investigation, cause undue delay, or otherwise be contrary to the child's best interests. 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.

52. 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.
53. 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.
54. The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (May 2024)* also supports staff who have to make decisions about sharing information.

Appointing staff

55. 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 this section 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. 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 KCSIE 2026 guidance.
56. 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.
- 56.1. We verify the candidate's identity and immigration status from their passport.
- 56.2. 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.

- 56.3. All applicants will be interviewed by the headteacher who 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.
- 56.4. 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. Where online searches are carried out, they will be limited to publicly available information and will be conducted in a proportionate way. Any relevant issues identified will be explored with the candidate before appointment. The School will not rely solely on automated or AI-generated results when assessing suitability.

- 56.5. 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.
- 56.6. No staff member or volunteer will be allowed to take up posts until all checks and enquires for that position have been satisfactorily completed.
- 56.7. The School will ensure that appropriate checks are carried out for all relevant individuals, including identity, right to work, qualifications, prohibition checks, barred list checks where applicable, enhanced DBS checks, overseas checks where appropriate, section 128 checks for those in management or proprietor roles, and childcare disqualification checks where applicable.
57. 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.
58. 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.
59. 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

60. We recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. To achieve this, we:
- 60.1. 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;
- 60.2. provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;

- 60.3. consult with and involve parents in the development of our policies and procedures to ensure their views are taken into account; and
- 60.4. ensure a robust complaints system is in place to deal with issues raised by parents and carers.

Volunteers

- 61. 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 will be subject to an enhanced DBS check, including barred list information. For volunteers who are not carrying out a regulated activity the headteacher will consider whether another level of DBS check might be appropriate (ie an enhanced check without the barred list or a basic DBS check).
- 62. 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. All volunteers will be fully inducted in relation to all school policies and procedures.

Induction and training

- 63. The headteacher will ensure that all new staff are fully inducted and provided with training that includes:
 - 63.1. Child Protection Policy;
 - 63.2. Good Behaviour Policy;
 - 63.3. Staff Code of Conduct;
 - 63.4. the role and identity of the DSL and DDSLs;
 - 63.5. an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
 - 63.6. the safe and effective use of AI including training on identifying and mitigating the key risks associated with AI, including risks to safeguarding, data protection, ethics, and

intellectual property. The School will also include draw on the DfE's support materials on Generative artificial intelligence in education, developed in partnership with the Chiltern Learning Trust and the Chartered College of Teaching, including Module 3 on safe use.

- 63.7. safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; and
- 63.8. a copy of Part 1 of KCSIE which must be read (including by staff who do not work directly with children);

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

- 64. 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.
- 65. 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. This will include training on AI-related safeguarding risks, including the creation and sharing of AI-generated intimate imagery (deepfakes), the potential for AI tools to be used to groom or exploit

children, and the application of the School's filtering and monitoring arrangements to generative AI tools. Training will be reviewed and updated at least annually to reflect the rapidly evolving nature of AI technology. The DSL will also receive more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

66. All our staff are required to have basic training in child safeguarding. The DSL and/or 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 DSL and/or 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

67. 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.
68. 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.

69. 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

70. 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 2026.

Physical Intervention and restraint

71. The School will only use reasonable force or physical intervention where it is lawful, necessary, reasonable and proportionate in the circumstances. We will use reasonable force or 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. Staff must take account of the pupil's age, SEND, disability, medical needs, trauma history and any known vulnerabilities when deciding whether and how to intervene.

72. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day (unless doing so would create a safeguarding risk) to explain the circumstances involved, including the reason for the intervention, the steps taken to de-escalate, the nature and duration of the intervention, any injury or distress, witnesses, follow-up action, and the views of the pupil where appropriate. Incidents will be reviewed to identify learning, training needs or whether a risk assessment or behaviour support plan should be updated.

Health and safety and risk assessments

73. 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.
74. 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

75. 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).

76. 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.
77. 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.
78. 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.
79. Where the School hires or otherwise makes available its premises to organisations or individuals to provide activities to children, the School will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including safer recruitment arrangements, procedures for managing allegations and appropriate supervision and that failure to comply with this would lead to termination of the hire agreement. The hire agreement will require providers to comply with applicable safeguarding requirements. If the School receives an allegation relating to an incident that happened when an individual or organisation was using the School premises for the purpose of running activities for children, the School will follow its safeguarding policies and procedures, including informing the LADO where appropriate.

80. 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

81. 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.
82. 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.

83. 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

84. To monitor the safety of the premises and the school environment, as well as the implementation of policies, the headteacher will ensure that:
- 84.1. The school keeps a central record of all accidents and incidents including what action was taken and by whom;
 - 84.2. Staff are made aware of their responsibility to record accidents and incidents;
 - 84.3. The headteacher has an overview of all accidents and incidents;
 - 84.4. Racist, sexist, misogynistic, homophobic, transphobic, ableist, faith-based and other discriminatory incidents are recorded, responded to and reviewed in accordance with the School's safeguarding, behaviour, anti-bullying policies and DfE guidance;
 - 84.5. The child protection policy and its implementation are reviewed by the Board of the Academy School (Hampstead) LLP on an annual basis;
 - 84.6. All other school policies are regularly monitored and annually reviewed by the headteacher or another partner.

Child safeguarding in relation to other school policies

85. 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 Staff Handbook and our policy "Dealing with Allegations of Abuse against Teachers and other Staff". Staff must share low-level concerns with the Headteacher without delay. Where the concern relates to the Headteacher, it must be shared with the Chair of Academy School (Hampstead) LLP. Low-level concerns will be recorded in writing, dealt with sensitively and proportionately, and reviewed to identify any patterns of concerning, problematic or inappropriate behaviour or any weaknesses in the School's safeguarding culture. Where a pattern of behaviour indicates that the harm threshold may be met, the School will consult the LADO.

86. Please read this child safeguarding policy in conjunction with our policies on equal opportunities, behaviour and the prevention of bullying, among others.
87. 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

88. 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 or medical conditions

89. Children with SEND, disabilities, health needs or medical conditions may face additional safeguarding risks and additional barriers to recognising or disclosing abuse, neglect or exploitation. Staff must not assume that indicators such as behaviour, mood, injury, communication difficulties, attendance issues or distress are attributable to a child's SEND, disability or medical condition without further exploration. Staff should be alert to the possibility that such children may be disproportionately affected by bullying, exploitation, online harm, isolation or communication barriers, and may need additional support to express concerns.
90. The DSL will work with the appropriate staff and parents/carers, where appropriate, to ensure that safeguarding concerns are recognised, recorded and acted upon, and that support plans, risk assessments and reasonable adjustments are updated where needed.
91. The fact that there has been an incident relating to the management of a child's medical condition or allergy would not in itself warrant a referral to local safeguarding partners. The DSL will consider a safeguarding referral where an incident highlights concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to the School, or where they are repeatedly sent without essential medication, thereby putting the child at risk. The School will work collaboratively with healthcare professionals to ensure that any safeguarding concerns arising from a child's medical condition are identified and addressed promptly.
92. Further information can be found in the DfE statutory guidance on supporting Pupils at School with Medical Conditions. and Allergy safety in schools.

Looked-after children and Monitoring

93. 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.

94. 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.

Young carers

Staff should be alert to the additional safeguarding and welfare needs of young carers. Young carers may have responsibilities at home which affect their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services. Where staff are concerned that a pupil may be a young carer and may require support, they should discuss this with the DSL so that appropriate early help, Family Help or external support can be considered.

Serious violence

95. Indicators which may signal that children are at risk from, or are involved with serious violent crime include disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of committing violence, increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
96. All staff should also be aware of the associated risks which increase the likelihood of involvement in serious violence which include:
 - 96.1. frequent absence from school,

- 96.2. having been suspended or permanently excluded from school,
 - 96.3. having experienced child maltreatment,
 - 96.4. having previously been involved in committing violence or other offences (such as theft or robbery),
 - 96.5. having used drugs or alcohol in early adolescence ,
 - 96.6. having previously been a victim of violence
97. Staff should be aware that children who are involved in committing violence may themselves be victims in need of support. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
98. Staff must report any concern about a child carrying or using a weapon, or expressing intent to do so, to the DSL immediately. The DSL should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict. Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support. Practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the “what works” centre for preventing violence).

Social Media and Information Technology

99. Online safety is a core part of safeguarding. The School recognises that technology is a significant component in many safeguarding and wellbeing issues and that children may be harmed online, offline, or through a combination of both. The School’s approach to online safety covers the four areas of risk:

- a) **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, fake or AI generated images, racist or radical, extremist views, misinformation, disinformation and conspiracy theories, self-harm or suicide content;
- 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, grooming, exploitation, coercion, harassment, bullying or radicalisation;
- c) **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving abusive or explicit images, online bullying, creating or sharing AI-generated harmful content, or participating in harmful online challenges ; and
- d) **Commerce:** being at risk of harm such as online gambling, inappropriate advertising, scams, financial exploitation, or access to age-restricted goods or services.

- 100. 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.](#)”
- 101. The School will ensure that appropriate filtering and monitoring systems are in place and reviewed regularly. Staff will be trained to understand the expectations, roles and responsibilities relating to filtering and monitoring. The School will also maintain appropriate information security and access management arrangements, including secure user accounts, appropriate permissions, password hygiene, device security, and processes for reporting suspected breaches or misuse of systems.
- 102. Reviews will be carried out by the SLT member responsible for filtering and monitoring at least once every academic year, with the support of the school’s DSL and IT support. They

will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record is kept of these checks.

103. The School recognises that artificial intelligence, including generative AI, may create safeguarding risks, including the creation or manipulation of images, impersonation, misinformation, plagiarism, grooming, harassment and the rapid spread of harmful content. Staff and pupils will be given age-appropriate guidance on safe and responsible use of AI. Staff must report any safeguarding concern involving AI to the DSL or a DDSL immediately.

Nude or semi-nude images and/or videos (including those generated using AI)

104. The School is alert to the safeguarding risks arising from AI in this context, including the generation of deepfake intimate images using AI tools and the use of AI to create child sexual abuse material. Taking and sharing AI-generated intimate images of those aged under 18 is a criminal offence. Staff should be aware that incidents involving AI-generated imagery should be treated with the same seriousness as those involving real images and referred to the DSL immediately.
105. All members of staff in an education setting have a duty to recognise and refer any incidents involving nude or semi-nude images and/or videos including those generated using AI e.g. deepfakes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.
106. For this purpose, 'making or sharing nudes and semi-nudes' refers to the creation, sending or posting of nude or semi-nude images, videos, or live streams by persons under the age of 18 online. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.
107. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nude or semi-nude images

and/or videos may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

108. The term ‘nudes’ is often used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’.
109. Many professionals may refer to ‘nudes and semi-nudes’ as:
 - youth produced sexual imagery or ‘youth involved’ sexual imagery
 - indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18.
 - ‘sexting’. Many adults may use this term, however some young people interpret sexting as ‘writing and sharing explicit messages with people they know’ rather than sharing images
 - image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes
110. Terms such as ‘revenge porn’ and ‘upskirting’ are also used to refer to specific incidents of nude or semi-nude images and/or videos being shared. However, these terms are more often used in the context of adult-to-adult non-consensual image sharing offences outlined in s.33-35 of the Criminal Justice and Courts Act 2015, Voyeurism (Offences) Act 2019 and s.67A of the Sexual Offences Act 2003.
111. Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.
112. If staff are notified or become aware of an incident of sharing of nude or semi-nude images and/or videos including those generated using AI being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible. All incidents involving the sharing of nude or semi-nude images will receive a safeguarding response, regardless of whether they are consensual or non-consensual. The School will take a proportionate approach that

considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

- 113. The DSL will follow the UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (March 2024) when responding to a report of the making or sharing of nude or semi-nude images and/or videos including those generated using AI.
- 114. This guidance does not apply to the sharing of images of persons under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

Use of artificial intelligence (AI)

- 115. The School recognises that artificial intelligence, including generative AI, presents both significant opportunities and safeguarding risks in education. The School is committed to ensuring that the use of AI is safe, ethical, transparent and aligned with the School's safeguarding obligations. The School's approach to AI safeguarding is embedded within the existing provisions of this policy, including in relation to filtering and monitoring, online safety, training and responding to specific safeguarding issues.
- 116. The School will only use AI products that meet the DfE's Generative AI: product safety expectations and any use of generative AI by staff or pupils will be carefully considered and assessed, evaluating the benefits and risks within the School's context.
- 117. The School is alert to the safeguarding risks arising from AI, including but not limited to:
 - 117.1. the generation of deepfake images and AI-generated intimate imagery;
 - 117.2. the potential for AI chatbots to produce harmful, inaccurate, or age-inappropriate content;
 - 117.3. the risk of 'cognitive offloading' where pupils defer their critical thinking to AI tools; and
 - 117.4. the use of AI to facilitate grooming, exploitation, or the creation of child sexual abuse material.

118. Any safeguarding or wellbeing concern arising from the use of AI tools should be reported to the DSL immediately, using the procedures set out in this policy.
119. This includes, but is not limited to, concerns about:
- 119.1. a pupil creating, sharing, or being the subject of AI-generated intimate imagery (deepfakes)
 - 119.2. a pupil being exposed to harmful, inaccurate, or age-inappropriate content through an AI tool
 - 119.3. a pupil's personal data being compromised through the use of an AI tool
 - 119.4. a pupil interacting with an AI chatbot in a way that causes concern for their welfare or mental health
 - 119.5. a member of staff using AI in a way that may compromise pupil safety or data security.
120. The DSL will investigate any AI-related safeguarding concern and determine whether it should be referred to external agencies such as children's social care and/or the police, in accordance with the procedures set out in this policy.

Use of mobile phones

121. The School operates as a mobile phone-free environment by default, in accordance with the DfE's statutory guidance on Mobile phones in schools. Pupils do not have access to their mobile phones throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime unless a clearly defined exception has been agreed by the Head.
122. The School recognises that notwithstanding the mobile phone ban, children may still have access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), through other personal devices (albeit such personal devices are strictly prohibited to be brought on to the School site) such as smart watches or, where permitted, personal laptops or tablets. The School's filtering and monitoring systems may not apply to content accessed via pupils' personal devices.
123. Where those devices are not connected to the School's network. To mitigate this risk, the School may require any personal device used in School to connect to the internet only through the School's filtered network; prohibiting the use of personal mobile data connections on the School premises; restricting the types of personal devices that pupils may bring into School;

and/or ensuring that any ‘bring your own device’ (BYOD) arrangements are subject to the School’s acceptable use policy and that devices are configured to comply with the School’s filtering requirements before being used on the School premises. Any safeguarding concerns arising from a pupil’s use of a personal device should be reported to the DSL immediately.

Cyber security

124. The School recognises that cyber security is a safeguarding concern. If a child’s sensitive data is compromised by a cyber-attack, it puts their safety and wellbeing at risk. The School takes measures to safeguard children by protecting personal information and ensuring appropriate cyber security systems are in place, in line with the DfE’s Cyber security standards for schools and colleges and the Digital and technology standards in schools and colleges (April 2026).
125. The School’s arrangements include maintaining an information asset register, keeping hardware and systems registers up to date, and having a disaster recovery and business continuity plan that addresses digital technology. The School is working towards meeting the six core digital and technology standards by 2030.

Attendance Policy

126. 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 transition points.
127. 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](#)”.

128. The DSL will consider whether absence is a safeguarding concern, particularly where a pupil is absent repeatedly or for prolonged periods, has a social worker, is vulnerable, has SEND, is at risk of exploitation, or where the explanation for absence is unclear or inconsistent. The School will not treat absence as purely administrative where there are indicators of risk.

Prevention of extremism and radicalisation

129. 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.
130. 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.
131. 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.
132. 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 DSL, 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.
133. The 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

134. 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

135. 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 DSL. As appropriate, the DSL 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

136. 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.

Misogyny, harmful sexual behaviour and online influences

137. The School recognises that misogyny, misandry and other discriminatory attitudes can contribute to an unsafe culture and may intersect with harmful sexual behaviour (HSB), sexual harassment, abuse and violence. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. The umbrella term "harmful sexual behaviour" is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context. HSB can, in some cases, progress on a continuum. This is consistent with the Hackett Continuum, which distinguishes between developmentally normal, inappropriate, problematic, abusive and violent sexual behaviours.
138. Staff should be alert to language, behaviour, online content or group dynamics that normalise harassment, coercion, humiliation, sexualised bullying or discriminatory attitudes. The School will challenge such behaviour through its safeguarding, behaviour, anti-bullying, online safety and PSHE/RSE arrangements, and will consider whether individual incidents

reveal wider cultural issues requiring preventative education, pastoral intervention, staff training or external advice.

139. The School will respond to all signs, reports and concerns of HSB, sexual harassment and sexual violence, including where behaviour falls at the lower end of the continuum. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Children who display HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support. Sexual behaviour between children may be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.
140. The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.
141. The Lucy Faithfull Foundation has developed a harmful sexual behaviour toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about harmful sexual behaviour by children, internet safety, sexual development and preventing child sexual abuse.
142. The NSPCC provides free and independent advice about harmful sexual behaviour: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework.
143. Beyond Referrals | The Contextual Safeguarding programme based at the University of Durham provides a school self-assessment toolkit and guidance for addressing harmful sexual behaviour in schools.

144. StopItNow – Preventing harmful sexual behaviour in children: provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Children who are questioning their gender

145. When supporting a gender questioning child, the School will not initiate any action. The School will take time to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious about the full range of the child's experiences.
146. Staff should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. In making decisions about supporting social transitions, staff will comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law. The DSL will be involved in all cases where a child is questioning their gender. Staff will not adopt any changes relating to social transition unless a decision has been made by a school or college and a child's parents or carers have been involved. Parents will be involved in the vast majority of cases. In the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.
147. The School complies with its obligations under the Education (Independent School Standards) Regulations 2014 regarding the provision of toilets and washing facilities. The School does not permit children to use toilets designated for the opposite biological sex. The School has regard to the provisions set out in Part two of KCSIE regarding single-sex spaces, changing rooms, and (where applicable) boarding and residential accommodation.
148. Further guidance on single-sex spaces, sport, and boarding accommodation is set out in Part two of KCSIE (September 2026).

Domestic abuse

149. Domestic abuse is one of the most prevalent forms of abuse, with Women's Aid estimating that 160,000 children are currently living in households where domestic abuse is taking place. This is likely to be an underestimate, however, with much abuse remaining hidden and not coming to the attention of services. The Domestic Abuse Act 2021 introduced a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including but not limited to, physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional, or other abuse such as 'honour' abuse, faith- or belief-based abuse, forced marriage, female genital mutilation or reproductive coercion, harassment and stalking. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).
150. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.
151. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.
152. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
153. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child

safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

154. Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Extra-familial harm and exploitation

155. 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: a form of child sexual abuse which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual activity. It may involve an exchange for something the victim needs or wants (for example, money, gifts or affection), and/or the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources;
- b) Group-based child sexual exploitation: Group-based is defined as two or more individuals (whether identified or not) who are known to (or associated with) one another and are known to be involved in or to facilitate the sexual exploitation of children. Being involved in the sexual exploitation of children includes, for example, introducing them to other individuals for the purpose of exploitation, trafficking a child for the purpose of sexual exploitation, taking payment for sexual activities with a child, or allowing their property to be used for sexual activities with a child. This can be perpetrated within or beyond the family, by both children and adults, and groups can be organised or loosely linked.

- c) Child criminal exploitation including county lines: this is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in any criminal activity. It may involve an exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. It does not always involve physical contact; it can also occur through the use of technology. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”;
- d) Modern slavery and trafficking: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance “Modern slavery: how to identify and support victims (June 2025)”;
- e) Gang activity and youth violence; and
- f) Radicalisation.

Sport

- 156. The School recognises that sport and physical activities can present unique safeguarding risks. Staff involved in the delivery of sport and physical education should be alert to safeguarding concerns that may arise in these settings, including risks associated with physical contact, changing facilities, one-to-one coaching, and away fixtures or tours. The School will have regard to the relevant provisions in KCSIE and any guidance issued by relevant national

governing bodies of sport or professional associations. Where the School engages external sports coaches or providers, it will satisfy itself that appropriate safeguarding checks have been carried out and that providers have adequate safeguarding policies in place.

Children and young people experiencing mental health issues

157. The School has an important role to play in supporting the mental health and wellbeing of its pupils. Specifically, staff can support the fulfilment of 4 key roles:
 - 157.1. promoting good mental wellbeing and preventing the onset of mental illness,
 - 157.2. observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
 - 157.3. ensuring early targeted support is provided, and
 - 157.4. liaison with/referral to specialist services where needed.
158. All staff should be aware that mental health problems can, in some cases develop into a safeguarding concern. This could include, for example, self-harm, eating disorders, or suicidal ideation. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
159. Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support staff to promote positive health, wellbeing, and resilience among young people.
160. The School will follow relevant local multi-agency procedures and seek advice from appropriate external agencies where there are concerns about a pupil's mental health, emotional wellbeing or safety. 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. The DSL will call 999 if there is immediate danger and NHS 111 for urgent non-emergency mental health support.
161. 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.

162. Staff should not wait for a formal diagnosis before raising a concern with the DSL. If staff feel that a child is in immediate danger and the DSL or DDSL is not available, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person.

Local Contacts

- The Camden Safeguarding Children Partnership 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 <https://cscp.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 2026”
- “What to do if you’re worried a child is being abused” (DCSF, 2015)
- “Working Together to Safeguard Children 2026
- "The Families First Partnership Programme Guide, March 2026"
- “London Child Protection Procedures 2026.” These can be found at <http://www.londoncp.co.uk/>.

Reviewed and updated by Andrew Sandars

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