



# Safeguarding and Child Protection Policy

To be reviewed October 2022

## Safeguarding and Child Protection Policy 2021/22

School Wentworth Nursery School and Children's Centre  
Head Teacher Ben Hasan

### Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Ben Hasan	Fazana Chowdhury Katrín Karlsdóttir	Sally German Lindsay	Sally Lindsay German

**If you have a concern about safeguarding please see the Designated Safeguarding Lead (Ben Hasan-Headteacher). If the concern relates to the Headteacher contact the Chair of Governors (Sally Lindsay German via the school office).**

The DSL will contact social services as appropriate, however, all staff can contact the MASH team should they believe it is in the **BEST interest of the child**.

**To contact social services regarding safeguarding concerns phone:**

**The MASH (Multi-Agency Safeguarding Hub) team on 0208 356 5500**

**Email: [Mash@hackney.gov.uk](mailto:Mash@hackney.gov.uk)**

**Out of hours (after 5pm) call 0208 356 2710**

**Allegations against staff: phone Local Authority Designated Officer: Liezel Le Roux on 0208 356 4569**

**Email: [lado@hackney.gov.uk](mailto:lado@hackney.gov.uk)**

**Named personnel with designated responsibility regarding allegations against staff**

Designated Manager	Senior	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Ben Hasan Headteacher		Farzana Chowdhury Deputy Headteacher	Sally Lindsay German	Larissa Pople

### Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom
Autumn Term 2020	All staff trained in KCSIE 2020 DHT to complete DSL training	Autumn term 2020 By Spring term 2021	Ben Hasan Hackney Education
Autumn Term 2019	Resulting from KCSIE 2019	Autumn Term 2019	Ben Hasan

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## Introduction

Everyone at [Wentworth Nursery School and Children's Centre](#) who comes into contact with children and their families **has a role to play in safeguarding children**. Wentworth staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Our staff form part of the wider safeguarding system for children. Our staff will work with children's social care, the police, health services and others services to promote the welfare of children and protect them from harm.

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

This policy is in line with statutory guidance for schools and colleges; ; [Keeping Child Safe in Education \(2021\)](#), [Working Together to Safeguard Children \(2019\)](#) and [London Child Protection Procedures \(5<sup>th</sup> Edition\)](#).

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

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families by engaging with the designated safeguarding lead (DSL);
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'. There is annual training on safeguarding for all staff as well as termly updates by the DSL.

## Our School's Commitment

Wentworth Nursery School and Children's Centre is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

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

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

We as a school recognise that:

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

## Our Approach to Safeguarding Children: prevention

Wentworth Nursery School and Children's Centre will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. Training regarding Safeguarding is undertaken both on a yearly basis as well as updates on a termly basis.

We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead: Ben Hasan (or Deputy DSL: Farzana Chowdhury) and that their concerns will be taken seriously. There will always be a DSL on site and these staff members will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus. During extended day provision there are two staff who are trained as designated safeguarding leads.

A password will be utilised for all unknown adults collecting children. No child will be released to an adult unless they are known or have a password. All passwords must be communicated to all base rooms, where they are documented in the school office and in Water room. Where images of any people collecting children are being used, those images MUST be shared with the school office and extended day staff where relevant.

The parents of all new children who will be staying for extended day will be introduced the Extended day team, prior to the children starting or passwords provided to ensure the safe and correct handover of children. This will ensure effective relationships with all staff and parents/carers.

**If you have a concern regarding safeguarding:**

- **Act calmly and immediately**
- **See the DSL** (Designated Safeguarding Lead) and complete the safeguarding concern form (found in the school office in the main cupboard and children's centre office). Should the matter relate to the Headteacher, contact the Chair of Governor's –Sally Lindsay German via the school office.
- Complete a safeguarding concern form (kept within the school office and body map if appropriate)
- If you do not agree with the identified actions identified by the DSL, all staff are able to contact the MASH team, if they **believe such actions are in the best interest of the child**.
- **To contact social services regarding safeguarding concerns phone:**
- **The MASH team on 0208 356 5500**
- **Email: [MASH@hackney.gov.uk](mailto:MASH@hackney.gov.uk)**
- **Out of hours (after 5pm) call 0208 356 2710**

## Roles and Responsibilities

### Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the school follows the statutory guidance [Keeping Children Safe in Education 2021](#) for dealing with allegations of abuse against staff and volunteers;
- A senior member of the school's leadership team (Ben Hasan-Headteacher) is designated to take lead responsibility for safeguarding (and deputy headteacher: Farzana Chowdhury);
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the school; this person is Sally Lindsay German.
- Staff undertake appropriate safeguarding/child protection training, at regular intervals; there is annual training for all staff, as well as termly updates. Training regarding KCSIE 2021 was provided to all staff on the 3/9/21 and all staff barring one were trained (that member of staff being on maternity leave
- Governor's review safeguarding procedures by looking at outcomes of children with safeguarding concerns, attending half termly review meetings relating to safeguarding and attending appropriate training.
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher ;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

### Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. Child Protection Conferences and Core Group meetings;

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [our Whistle Blowing Policy 2020](#);
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including the NSPCC PANTS (Private, Always, No, Talk, Speak up)
- Key staff have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in the staff room;
- A deputy Headteacher is appointed to deal with allegations against staff in the absence of the Headteacher. This person is Farzana Chowdhury, (Deputy Headteacher) whom will liaise with the LADO: Local Authority Designated Officer (LADO).
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;

### **Filters and monitoring**

At Wentworth Nursery School and Children's Centre, children's access to the internet is done so with practitioners working alongside children. Additionally, there are specific filters via Hackney Learning Trust that prohibits all staff and children from accessing in-appropriate websites, however, (we cannot guarantee all sites are blocked).

**Our Designated Safeguarding Lead(s) Ben Hasan (Deputies: Farzana Chowdhury, Katrin Karlsdottir) will:**

### **Referrals**

- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse including extra-familial harm and peer on peer abuse to Children and Families Service Multi-Agency Safeguarding Hub (MASH) and maintain a record of all concerns and referrals;
- Attend and contribute to safeguarding and child protection meetings with partners as appropriate, including, but not limited to, children protection, child in need and Extra Familial Risk Panel (EFRP) meetings;
- Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible;
- Keep detailed, accurate and securely stored electronic and written records;

### **Training**

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children and Families Service;
- Have knowledge of the [CHSCP Escalation Policy](#), the [Local Authority Designated Officer](#) (LADO) role, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction safeguarding training and receive regular updates;
- Access resources and attend any relevant or refresher training courses at least every two years;
- Ensure accurate records of training, updates, policy dissemination and the reading of Part 1 of KCSIE are kept.

## Raising Awareness

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

### All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate safeguarding training and inform the Designated Safeguarding Lead of any concerns and read Part 1 of [Keeping Child Safe in Education \(2021\)](#)

**Cause for concern sheets and body maps are kept in the school office within the white cupboard.**

**If any member of staff or volunteer has a concern about a child or member of staff (except the Headteacher) the must see the DSL immediately. Any concerns about the Headteacher, should be directed to the Chair of Governors: Sally Lindsay German.**

Any information shared concerning a safeguarding matter, is confidential and not to be shared outside of the school and children's centre.

The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.

## Partnership with Parents/Carers

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

## Supporting Children and Working in Partnership with Parents

- Wentworth Nursery School and Children's Centre recognises that the child's welfare is paramount. Good safeguarding and child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers;
- All work regarding safeguarding will always put the child first, acting in their **BEST interest** consequently there may be times when parents are not notified as the first port of call.
- Whilst we may, on occasion, need to make referrals to children's social care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers.
- We will rely on the MASH Consultation Line to inform our decision making regarding seeking consent from parents/carers regarding seeking consent to share information;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;

- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child(ren) on the principle of those working directly with children will need to know more;
- Staff will not be enabled to **further** share this information further without the expressed permission of the DSL.

## Information about Safeguarding for Pupils

At Wentworth Nursery School and Children's Centre children are supported to:

- Seek help from an adult by developing secure relationships with adults
- Say or sign '*stop it I don't like it*' through our modelling and practice of effective interactions as outlined in our Behaviour Policy.
- Taught the NSPCC (National Society for Prevention of Cruelty to Children) PANTS programme to promote children's safety. This is done on a termly basis.

## Partnerships with Others

Wentworth Nursery School and Children's Centre recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Partnership, including Children and Families' Services and the MASH. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

Our school will work openly and collaboratively with parents/carers and seek consent (where possible) when sharing information with other agencies. We will inform parents/carers of our responsibilities to safeguard their children. We will make this policy available via our website and provide additional safeguarding information via our newsletter as appropriate.

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

The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

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

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

## Definitions and Indicators of Abuse

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

### **Peer on Peer abuse**

Staff should also be aware that children are capable of abusing their peers. Staff are expected to be vigilant in supervising children and alert to any signs of abuse, never passing it off as 'banter' or 'part of growing up'. Although there is a gendered nature to peer on peer abuse (more girls are likely to be victims and boys perpetrators) all abuse will be taken seriously. The school uses circle times including the use of Persona Dolls and story times to minimise the risk of peer on peer abuse. Staff also regularly discuss safety with the children and make use of parent materials such as those from the NSPCC. The children all have a keyperson and develop good relationships with this special person so that they can raise concerns. Support will also provide support to any perpetrators, victims or other children affected by peer on peer abuse. Allegations of Peer on Peer abuse will be dealt with in line with any safeguarding concern, Peer or Peer abuse may include:

- bullying (including cyberbullying)
- physical abuse
  - sexual violence or sexual harassment
- initiation/hazing type violence and rituals
- up skirting

- sexting

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Female Genital Mutilation**

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

If, we as a school, are concerned we will contact Hackney FAST TEAM immediately and adhere to advice given.

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

### **FGM Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

### **Preventing Radicalisation and Extremism**

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

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) ; this is achieved through the implementation of our curriculum which enables children to be reflective, caring and respectful of others.

Any concerns relating to radicalisation the school will contact the FAST team and adhere to advice given.

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

All staff must read and follow the statutory guidance for schools and colleges including Annex A; [Keeping Children Safe in Education 2021 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. **It is however, the responsibility of all staff to speak up regarding concerns relating to safeguarding.**

Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents.

### All School Staff must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Behaviours which give rise to suspicions that a child may have suffered harm;
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Concerns that a child is presenting signs or symptoms of abuse or neglect, including peer on peer harm or extra-familial risks and online harms;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of harm or abuse about or by a child or young person;
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present), or a staff member;
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering);

### Responding to Disclosure

Disclosures or information that a child has been harmed or is at risk may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record using clear, straightforward language.

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

At Wentworth we include the means for staff to discuss any issues relating to safeguarding including any distress they may be experiencing with the DSL.

### All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the Cause for Concern Form kept in the school office/children's centre office.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;

- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next.
- Information will be recorded in the safeguarding forms kept in the school office. Concerns of a non safeguarding nature can be written on written in the concerns book also kept in the school office; the above mentioned forms are also kept in the children's centre office.

## Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2018\)](#),

Within this context the school will ensure:

- Information is shared with Children and Families Service and/or Police where the child/young person is or may be at risk of, or experiencing, significant harm, including peer on peer harm and online abuse;
- Pupil's and/or parent's/carer's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure;
- Allegations and/or disclosures of a historic nature will be managed in the same way as current safeguarding issues.

## Pupil Information

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

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

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

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead as soon as is practicable but no longer than one working week.

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

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

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Have an immediate consultation with Hackney Children and Family Services' Multi-Agency Safeguarding Hub (MASH) (or the Children's Social Care team where the child is resident) if there has been a disclosure and/or allegation of abuse, including peer on peer harm, or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children and Families Service's MASH](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' MASH or children's social care in the borough the child resides, decide:

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

OR

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

## Action following a Safeguarding Referral

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

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

## Dealing with Disagreements and Escalation of Concerns

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

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

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

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

## **Providing a safe and supportive environment**

### **Safer Recruitment and Selection**

Wentworth Nursery School and Children's Centre pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2021\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).

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

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

- Staff responsible for recruiting and appointing must be suitably qualified.

## Safe Practice

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

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation, intentions and actions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## Positive Handling

School staff, including volunteers, are empowered to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, as outlined in our Behaviour policy.

## School Training and Staff Induction

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

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including as a minimum a yearly update. The school will maintain a register of who has undertaken what training and when. At Wentworth we will ensure not only a yearly update in relation to safeguarding but also reviewing safeguarding procedures on a termly basis.

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

## Support, Advice and Guidance for Staff

Staff will be supported by (Ben Hasan (DSL) deputy: Farzana Chowdhury). The DSL will be supported by (the nominated Governor: Sally Lindsay German).

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

If you are not sure whether or not to make a safeguarding referral you can contact the Children and Family Services' Multi-Agency Safeguarding Hub (MASH) and request a consultation to discuss your concerns on **020 8356 5500** during office hours and **020 8356 2710** out of hours.

See Appendix 4 – Key Contacts for safeguarding and child protection issues in Hackney.

## Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will do the following:

In line with our attendance policy parents/carers are expected to inform the school of any absence

The school office will contact any families who have not arrived for school

Any children who have not been in school for **two or more days** and no contact has been made, the school will visit the family at their home, to ascertain their well-being. If no access to the family, the school will contact social services for advice.

When parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments and we will refer to the Pupils Out Of School Team as necessary.

See Appendix 4 – Key Contacts for safeguarding and child protection issues in Hackney.

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

### [Keeping Children Safe in Education \(2021\) – Part Four: Allegations of abuse made against teachers and other staff](#)

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

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

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

### Low level concerns - Keeping Children Safe In Education 2021

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold (see [Part Four - Keeping Children Safe In Education 2021](#)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of Wentworth Nursery School and Children’s Centre are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

### What is a low level concern?

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

Wentworth Nursery School and Children’s Centre Safeguarding policy October 2021

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language. 95

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings. These low level concerns will be shared with the LADO nonetheless to establish clear guidance.

### **Initial Action by person receiving or identifying an allegation or concern**

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

### **Initial Action by the Headteacher**

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the [Designated Officer \(DO\) this is Liezel Le Roux 0208 356 4569](#) within 1 working day and seek their advice on how to proceed;
- Discuss with the DO next steps
- Inform the Chair of Governors of the allegation.

### **● subsequent Action by the Headteacher (or designated person)**

- In consultation with the LADO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings and other meetings as required;
- Maintain contact with the LADO throughout this process;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the DO whether a referral to the DBS should be made.

See Appendix 6 and 7 for further information.

## Further Information on Safeguarding Issues

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

## Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek consent of parent/carers their consent for photographs to be taken or published (for e.g. on our website or in books made by the children and staff or publications);
- No names of children are published on the website, only first names are used in the school newsletter.
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);

All staff understand any images of children should only be taken for educational purposes only and to be shared on approved social platforms as agreed by parents/carers. No images of children should be shared on personal social platforms.

## Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a

young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

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

## Children who harm others

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

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

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children and Families Service of the

victim(s) and perpetrator(s). **The school will be mindful that these concerns may sit in contexts unknown to the school that involve extra-familial harms.**

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

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

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

## Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## Domestic Violence and Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever 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 physical, emotional and economic abuse and coercive and controlling behaviour. 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).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, 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.

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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer 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. The Act’s provisions, including the new definition, will be commenced over the coming months.

As a school, if we are concerned about the life lived experience of children who are, or may be, living in a household where domestic violence and abuse are present, we will adhere to our safeguarding procedures and consult with Hackney MASH. To inform our decision making we will consult with the [information provided by Hackney Council](#).

## **Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available via Hackney Education Safeguarding Team.

## **County Lines**

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

### **Further information on so-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **The Extra-Familial Risk Panel**

Hackney [Extra Familial Risk Panel \(EFRP\)](#) coordinates safeguarding interventions in cases where a child, or a group of children are:

- At risk of, or already experiencing harm caused by people outside their family and/or;
- At risk of, or already causing harm to young people outside their family.

Our school will respond to issues of risk or harm outside the family home as child protection issues and consult with and/or refer to the Multi-Agency Safeguarding Hub (MASH) following the same procedures as for any form of harm or abuse.

### **Modern Slavery and the National Referral Mechanism**

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 NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **Dealing with Covid 19.**

[Wentworth Nursery School and Children's Centre response to Covid 19 in light of safeguarding.](#)

In light of the DFE Guidance: Coronavirus (Covid 19) in schools, colleges and other providers: March 2020.

Wentworth Nursery School will continue to focus on the following principles:

- Will operate in the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL (Ben Hasan/Farzana Chowdhury or Katrin Karlsdottir) will always be available.
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children

During the period of Covid 19 the following procedures will be in place:

All vulnerable children (as defined by the DFE April 2020):

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision

will be encouraged to attend school unless they have an underlying health condition or where attending school could potentially put the child at greater risk of harm.

For those children who are not attending school they will be contacted twice a week by their child's keyworker or known professional. The aim of the contact is to as far as possible establish the child's well-being, the family's well-being and the learning taking place at home.

All staff will use an agreed pro forma to log their conversations and key points, which will in turn be shared with the Headteacher every week.

Where the keyworker is unable to contact her/his keychildren, the DHT or HT will contact all vulnerable families.

The above procedures will be shared with the staff team, via appropriate forums. The Headteacher will be responsible for ensuring all staff are informed about such procedures.

The school will engage with all professionals including social workers, so that it operates within the context of sharing information as outlined by the DFE (Information Sharing 2018); to ensure key information is shared with appropriate professionals in a timely manner that operates in the best interest of the child.

Children's well being will be continued to be enhanced through the following channels:

- Zoom story sessions
- Weekly conversations with their keyworker
- Online information to support children's learning including the importance of routines, fun/exercise and praise.
- Workshops for parents/carers via Zoom.
- Inform parents/carers about online safety and use of parent controls

All information relating to safeguarding will be shared with Primary Schools or other educational institutions as appropriate including when the child leaves Wentworth Nursery School and Children's Centre. Such information will be shared with the appropriate personnel within that educational institution which will include Child Protection Plans, Child In Need Plans

and any other relevant information that contributes to supporting the child's well being and learning.

A summary of procedures in addressing Covid 19 and impact the school is having, will be reported to Governors via the Headteacher's report on a termly basis or as frequently as required.

**Appendix 1****Cause for Concern Form (Page 1):**

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

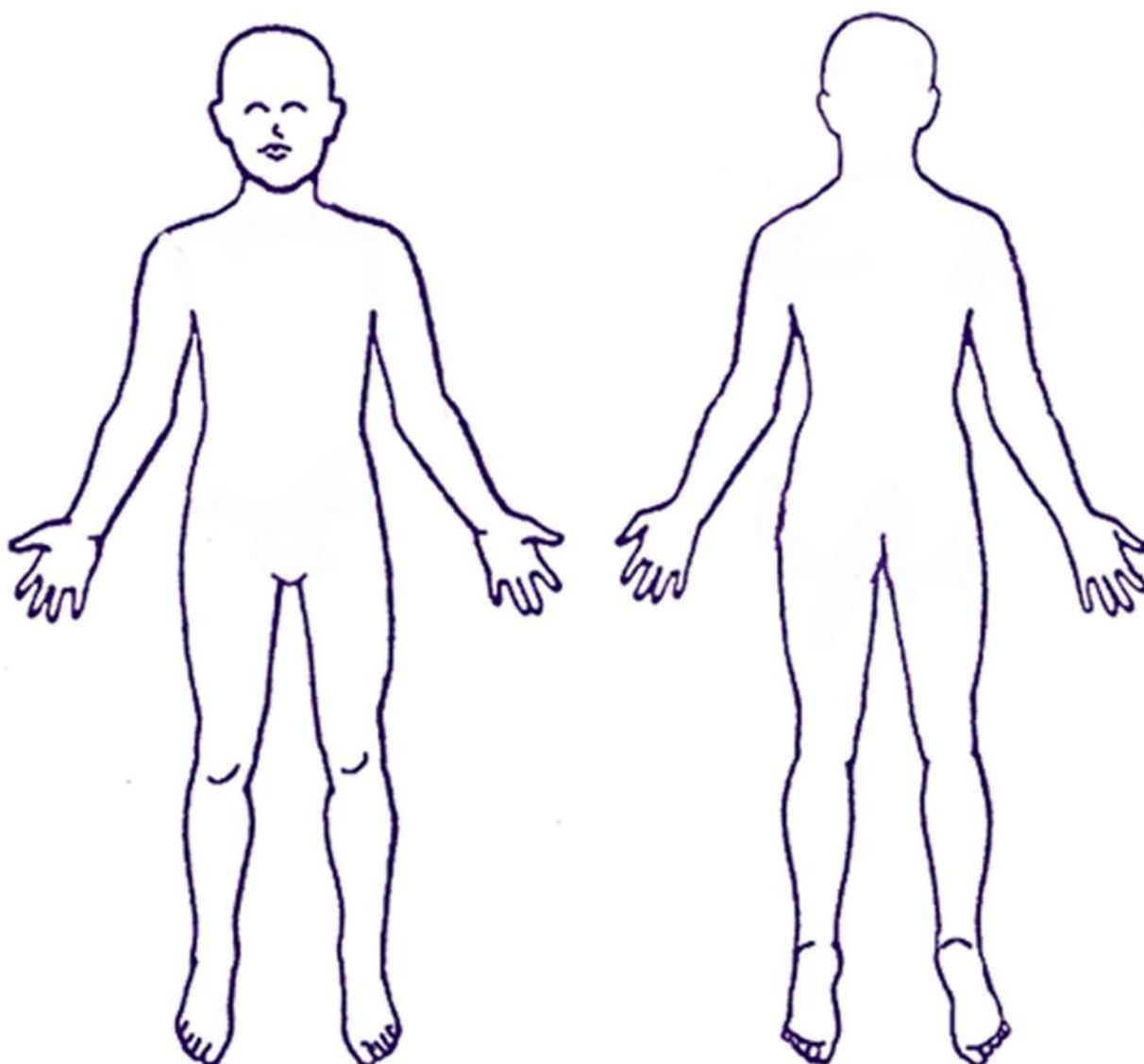
Concern/Incident – Describe your concern using clear, straightforward language:

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

## Appendix 1

### Cause for Concern Form (Page 2) – Body Map

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



## Appendix 2

### MASH Consultations and Online Referral Form

If a case is already allocated within Hackney Children and Families Services, please contact the child's allocated unit to discuss your concerns.

If you are worried about a child who is not open to Hackney Children and Families Services, where you feel your concern is urgent and you need to speak to a social worker to agree a plan of action today, please call MASH on 020 8356 5500 or email [MASH@hackney.gov.uk](mailto:MASH@hackney.gov.uk):

- the phone line is open 9am to 5pm Monday to Friday, excluding bank holidays
- outside of these hours, please contact the Emergency Duty Team on 020 8356 2710

If you're unsure about what support a child and family needs, or whether you should make a referral to MASH, please call MASH and ask for a consultation with a member of the team.

How does the consultation line work?

- it's for professionals only
- for cases that are not already open to the Council's service
- you must have consulted your designated safeguarding lead first
- you will need to use the usual MASH number – 020 8356 5500 – and ask for a consultation
- experienced members of staff from MASH will respond
- MASH will listen to your concerns and offer advice and guidance about the most appropriate next steps – their advice may include:
  - a request for you to have further conversations with the child and family about the concerns and – with their consent – other members of the family's network
  - a written referral to MASH
  - a referral to another service

MASH will keep a log of calls to monitor the consultation lines use, but calls will not be recorded on our files. It is important that anyone contacting MASH make their own agency records of discussions.

### Referral form

Please complete a MASH referral form if you wish to request either early help or statutory social work support for a family.

[MASH referral form](#)

Information submitted via the form will only be reviewed during office hours.

Please note, it is expected that you will have spoken to the family about the referral you are making to MASH, prior to contacting MASH, in all cases except where it is felt that doing so will place a child at immediate risk of harm.

All decisions in MASH about the most appropriate next steps for a child and family are made in line with the [Hackney child wellbeing framework](#).

## Appendix 3

### Hackney Key Contacts and Guidance

#### Useful Contact Details:

- Multi-Agency Safeguarding Hub (MASH) (previously FAST): 020 8356 5500
- Hackney MASH Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- Hackney Education Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): [www.gov.uk/db](http://www.gov.uk/db)s

#### Useful guidance documents:

##### Hackney Well-being Framework and Resource Guide:

[Hackney-Child-Wellbeing-Framework.pdf](#)

##### London Child Protection Procedures:

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

##### Working Together to Safeguard Children:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

##### Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

##### What to do if you are worried a child is being abused:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

##### Information Sharing Guidance for Practitioners:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

##### London Borough of Hackney Code of Conduct:

[http://staffroom.hackney.gov.uk/code\\_of\\_conduct\\_policy\\_booklet.pdf](http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf)

##### Hackney Education Whistle Blowing Policy:

<http://intranet.hackney.gov.uk/article/2050/Whistleblowing-anti-fraud-and-corruption>

##### Online Safety Information and support

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

#### Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on, and an [Online Safety Audit Tool](#) to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- Department for Digital, Culture, Media & Sport (DCMS) [Online safety guidance if you own or manage an online platform](#) provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- Department for Digital, Culture, Media & Sport (DCMS) [A business guide for protecting children on your online platform](#) provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.

#### Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning [Support for children](#)
- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

#### Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online