

October 2018



# SAFEGUARDING AND CHILD PROTECTION POLICY

# Safeguarding and Child Protection Policy

School and Children's Centre

**Jubilee Primary School and Fernbank Children's Centre**

Head Teacher

**Norma Hewins**

Head of Children's Centre

**Hannah Adu**

## Named Designated Safeguarding Lead(s)

**Note:** All schools and children's centres must appoint a member of the senior leadership team to coordinate safeguarding arrangements.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Hannah Adu (Fernbank)  Nessan Quiery (Jubilee)	Yvonne Irawo (Fernbank)  Salima Abdin (Jubilee)	Felicity Wallace  Nina Patrick	Mary Walker Chair

## Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Norma Hewins	Hannah Adu	Mary Walker Chair	Felicity Wallace

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**Dates the Safeguarding Policy is reviewed**

Annually in September.

**Dates of Safeguarding Audits**

	Review Date	Changes made/Details of action plan	Due Date	By Whom
For Fernbank	August 2016	City and Hackney Safeguarding Children Board self-assessment audit tool	1.9.17	Hannah Adu
For Jubilee	December 2016	City and Hackney Safeguarding Children Board self-assessment audit tool	1.12.17	Norma Hewins and Nesson Quiery

## **Introduction**

Everyone at Jubilee Primary School and Fernbank Children's Centre who comes into contact with children and their families has a role to play in safeguarding children. School and Centre 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. We will work with 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 adults, including students and volunteers, working in or on behalf of the school and children's centre and provides information about the actions we expect from all staff members, it will be updated annually and known to everyone working in the school and children's centre and the governing body. It will be available to parents on request and via the Jubilee School website.

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2018\)](#), [Working Together to Safeguard Children \(2015\)](#) and [London Child Protection Procedures \(5<sup>th</sup> Edition\)](#).

Everyone working in or for our school and children's centre shares an objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop;
- 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 and children's centre;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

## **Our School and Children's Centre Commitment**

Jubilee Primary School and Fernbank Children's Centre are committed to safeguarding and promoting the welfare of all of our children. Each child's welfare is of paramount importance. '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 recognise that:

- Some children may be especially vulnerable to abuse including those missing education or with a 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 or in our care their behaviour may be challenging;

- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations can be made against staff, however careful and safe our recruitment practices.

## **Our Approach to Safeguarding Children**

### **Supporting Children and Working in Partnership with Parents**

- We will provide a secure, caring, supportive and protective relationship for the child;
- Jubilee Primary School and Fernbank Children's Centre recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents;
- 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;
- Children will be given a proper explanation (appropriate to age, understanding and situation) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.

### **Information about Safeguarding for Children**

Through Personal, Social, Health and Economic (PSHE) education lessons, or through activities to support children's Personal, Social and Emotional Development (PSED) at the Children's Centre, and other curriculum opportunities, children are taught to understand and manage risks they may encounter during daily life and discuss with staff how these risks may be overcome; taking into account their wishes and feelings. Pupils at Jubilee Primary School are regularly reminded about online safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner.

Pupils are made aware that there is a Designated Safeguarding Lead (DSL) and Designated Safeguarding Deputies to whom they can talk about their welfare and safety. However they are also made aware that they can speak to any adults at any time regarding such matters. Children are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known, appropriate to age and understanding. Pictures of the DSLs are displayed prominently around the school and Children's Centre.

### **Partnership with Parents**

The school and children's centre shares a purpose with parents and 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' and 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.

The school and children's centre will, in most circumstances, endeavour to discuss all concerns with parents and carers about their children. However, there may be exceptional circumstances when we will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the

London Child Protection Procedures). We will aim to maintain a positive relationship with all parents and carers.

### **Partnerships with Others**

Jubilee Primary School and Fernbank Children's Centre recognise that it is essential to establish positive and effective working relationships with all other agencies including those that are partners of the City and Hackney Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## Identifying children who may have been significantly harmed

Staff and other adults in schools and children's centres are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or 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.

**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 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 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.

### **Taking action to ensure that children are safe at school, the children's centre and home**

**All staff must read and follow the statutory guidance for schools and colleges including Annex A; [Keeping Children Safe in Education \(2018\) – Part One: Safeguarding information for all staff.](#)**

It is not the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of children will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead at Jubilee Primary School and Fernbank Children's Centre in the absence of the designated person prior to any discussion with parents.

### **All 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;
- Any 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;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a child / young person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- 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 may be received from children, parents or other members of the public. The school and children's centre recognise 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 DSL 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 Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

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;
- 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 refer 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 and that the child will be involved as appropriate.

## **Confidentiality**

The school and children’s centre will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2015\)](#), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.

The school and children’s centre will ensure:

- Information is shared with Children’s Social Care and/or Police where the child/young person is or may be at risk of significant harm;
- Child’s and/or parent’s confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

## **Children’s Information**

The record-keeping policy for child welfare and child protection is consistent with Hackney Learning Trust’s guidance.

In order to keep children safe and provide appropriate care for them, we require 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 or the children's centre (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 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 safeguarding information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. At Fernbank Children's Centre, the CP file holds information on each child. This child protection file will be securely stored and only accessible to the Headteacher, Head of Children's Centre and the Designated Safeguarding Lead. These records will be copied and transferred to any school or setting the child moves to. Original copies will be retained according to the policy on retention of records.

### **Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead/SLT 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;
- Make an immediate referral to Hackney Children's Social Care's First Access and Screening Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children's Social Care's First Access and Screening Team](#) 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's Social Care's First Access and Screening Team (FAST), decide:

- Whether to discuss the situation further with parents or not;
- 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;
- Whether to 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 or children's centre file;
- If further monitoring is necessary agree who and how this will be undertaken;

- If it would be appropriate to undertake an assessment (e.g. through a CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be documented. All referrals to Social Care for children living in Hackney is completed using the [Multi-Agency Referral Form](#) (Appendix 2)

### **Action following a Child Protection referral**

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

- Maintain contact with the child's allocated Social Worker;
- Attend and contribute to any [Initial and Review Child Protection Conference](#);
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan;
- Where a child on a Child Protection Plan moves from the school or children's centre, or goes missing, immediately inform the child's Social Worker.

### **Dealing with Disagreements and Escalation of Concerns**

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The [CHSCB Escalation Policy](#) defines the process for resolving such professional difference and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

Disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

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 lowest 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's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan 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**

- Jubilee Primary School and Fernbank Children's Centre pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2018\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and children's centre 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).

See Appendix 5: Flowchart of Disclosure and Barring Service criminal record checks and barred list checks, including the Disqualification/Disqualification by Association check.

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 and children's centre is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our workforce who have lived outside the UK will be subject to additional checks as appropriate;
- We ensure 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 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 and children's centre 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 and volunteers who come into the school and children's centre.

Safe working practice ensures that children 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 and intentions;
- 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 senior 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 and work in line with GDPR legislation
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Intimate Care**

At Fernbank Children's Centre and in the nursery at Jubilee, children are of pre-school age, where practitioners are in 'loco parentis', providing care and support with potty training and nappy changing.

- We will agree the nature and frequency if the intimate care that the child receives in our care prior to the child's admission
- Examples of intimate care include: going to the toilet, changing nappies, keeping clean
- We aim to encourage children to strive for greater independence at all stages of their development
- Please refer to our policy on Intimate Care for more information.

### **Accidents and Injuries**

- Any incident of injury or illness whilst at school or in our care at the children's centre will be recorded in an accident book. We will inform the parent either telephone or on collection of the children depending on the nature of the injury or incident. A written and dated record is given to the parent.
- Parents must inform the centre and are encouraged to inform the school of any injury that their child sustained outside of our care in order for us to keep records.
- In an emergency, staff will ensure that the child receives any necessary urgent care depending on the circumstances.

Please refer to the Accident Policy at Fernbank Children's Centre for more information.

### **Positive Handling**

The Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a child from doing, or continuing to do, any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or children's centre among any of its children, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school or centre (this includes authorised off-site activities);
- self-injuring;
- causing injury to others;
- committing an offence;

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in loco parentis and should always operate with an appropriate 'Duty of Care'; they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in the Positive Handling Policy. Please refer to the policy for more information. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when children, staff or property are at risk.

## **Training and Staff Induction**

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

All other 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. We will maintain a register of who has undertaken what training and when.

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

## **Support, Advice and Guidance for Staff**

Staff will be supported by Designated Safeguarding Lead (DSL) and their Deputies. The DSL will be supported by the Headteacher, and Designated Safeguarding Governor.

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

If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Children's Social Care's First Access and Screening Team to discuss your concerns on **020 8356 5500** during office hours and **020 8356 2710** out of hours.

See Appendix 3 – Key Contacts for Child Protection Issues in Hackney

## **Mobile Phones**

- Staff mobile phones must not be used in areas where children are present.
- Staff are able to use personal mobile phones in staff and office areas where no children are present.
- Parents and visitors are kindly asked not to use mobiles on school or children's centre premises.
- The children's centre and school have mobile phones for use on trips or outings where the practitioners may need to be contactable. No personal calls are to be made on these phones.

## **Roles and Responsibilities**

### **Our Governing Body will ensure that:**

- There is 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 and children's centre operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- We follow the [5<sup>th</sup> Edition of the London Child Protection Procedures](#) and the statutory guidance Keeping Children Safe in Education 2018 for dealing with allegations of abuse against staff and volunteers;
- A senior member of the school and children's centre leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- 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 ;
- Where services or activities are provided on our premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school and children's centre on these matters where appropriate;
- 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 or Proprietor 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 [Whistle Blowing Policy](#);
- All pupils of school age are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed;
- The school and centre operates the procedure for managing allegations effectively and refer relevant concerns to the [Designated Officer \(DO\)](#);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

## **Our Designated Safeguarding Lead(s) will:**

### **Referrals**

- Refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within our school and children's centre and have access to the online London Child Protection Procedures;
- Liaise with the Headteacher or Head of Children's Centre to inform him/her of any issues and ongoing investigations and ensure there is always contactable cover for this role;

### **Training**

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- Have knowledge of the [CHSCB Escalation Policy](#), the [Designated Officer](#) (DO) role, 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 safeguarding policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

### **Raising Awareness**

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

### **All staff and volunteers will:**

Fully comply with the school's and children's centre policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

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

[Keeping Children Safe in Education \(2018\) – 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 or children's centre that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All 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 appropriate professional boundaries at all times in line with the Staff Behaviour Policy. 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 or children's centre.

### **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), 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 of Jubilee Primary School or Head of Fernbank Children's Centre, or designated person (unless the allegation is against the Headteacher/Head of Centre or designated person, in which case the Chair of Governors must be reported to).

### **Initial Action by the Headteacher/Head of Children's Centre**

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the [Designated Officer \(DO\)](#) within 1 working day;
- Discuss with the DO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 4,5,6);
- Inform the Chair of Governors of the allegation.

### **Subsequent Action by the Headteacher/Head of Children's Centre (or designated person)**

- In consultation with the DO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the DO;
- 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 5 and 6 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 child health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, 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](#).

### **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, peer on peer abuse is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying or reported bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through the Jubilee anti-bullying procedures, or the Fernbank Positive Behaviour Management Policy. All children and parents can access the anti-bullying procedures on the website and the subject of bullying is addressed at regular intervals in the relevant (PSHE/PSED) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the [DfE's Guidance](#) and our Anti-bullying Policy.

### **Online Safety**

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The school and children's centre recognise that its children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by children via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying and behaviour management procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour. Some children will undoubtedly 'chat' on mobiles or social networking sites at home and we will encourage parents to consider measures to keep their children safe when using social media.

The school and children's centre has an Online Safety Policy (Acceptable Use Policy at Fernbank) that is known to all staff and children and is readily available on the school's website.

## **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 some safeguards in place.

To protect children we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the child's first name with an image;
- Ensure children are appropriately dressed;
- Only use school or children's centre equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage children to tell us if they are worried about any photographs that are taken of them.

## **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. Staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children's Social Care.

At Jubilee Primary School, where parents inform the school that they wish to 'home educate' their child, the school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

At Fernbank Children's Centre, we follow our absence procedure to ensure the safety of the child. Initially, in the case of an unreported child's absence, the centre makes contact with the parent, either by phone, or failing that, by carrying out a home visit (after 3 days) in order to gather information on the child's wellbeing. In the case of repeated lack of contact with the parent, after 3 days the police or FAST team are notified.

At Jubilee Primary School, we aim to have a minimum of 3 separate sets of contact details for each child. If a pupil is absent and we have not heard from parents then we will telephone all 3 contacts. If we are unable to reach anybody then a member. If there is no response then In the case of repeated lack of contact with the parent, after 3 days the police or FAST team are notified.

## **Children who harm others**

Our school and children's centre recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the staff alerted to the fact that they are likely to pose a risk to other children in the school, children's centre, 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. We recognise that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, we will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

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

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

## **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If 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 with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research suggesting](#) that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. We will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

## **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 are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

Where a member of staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory 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. It will be rare for teachers to see visual evidence, and they should not be examining children, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

## **Preventing Radicalisation and Extremism**

We will fulfil our responsibilities under [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 our 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 children’s resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop children debating controversial issues. On the contrary, the school and children’s centre will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If we are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

## **Extended School and Off-Site Arrangements**

Where extended school and children’s centre activities are provided by and managed by us, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

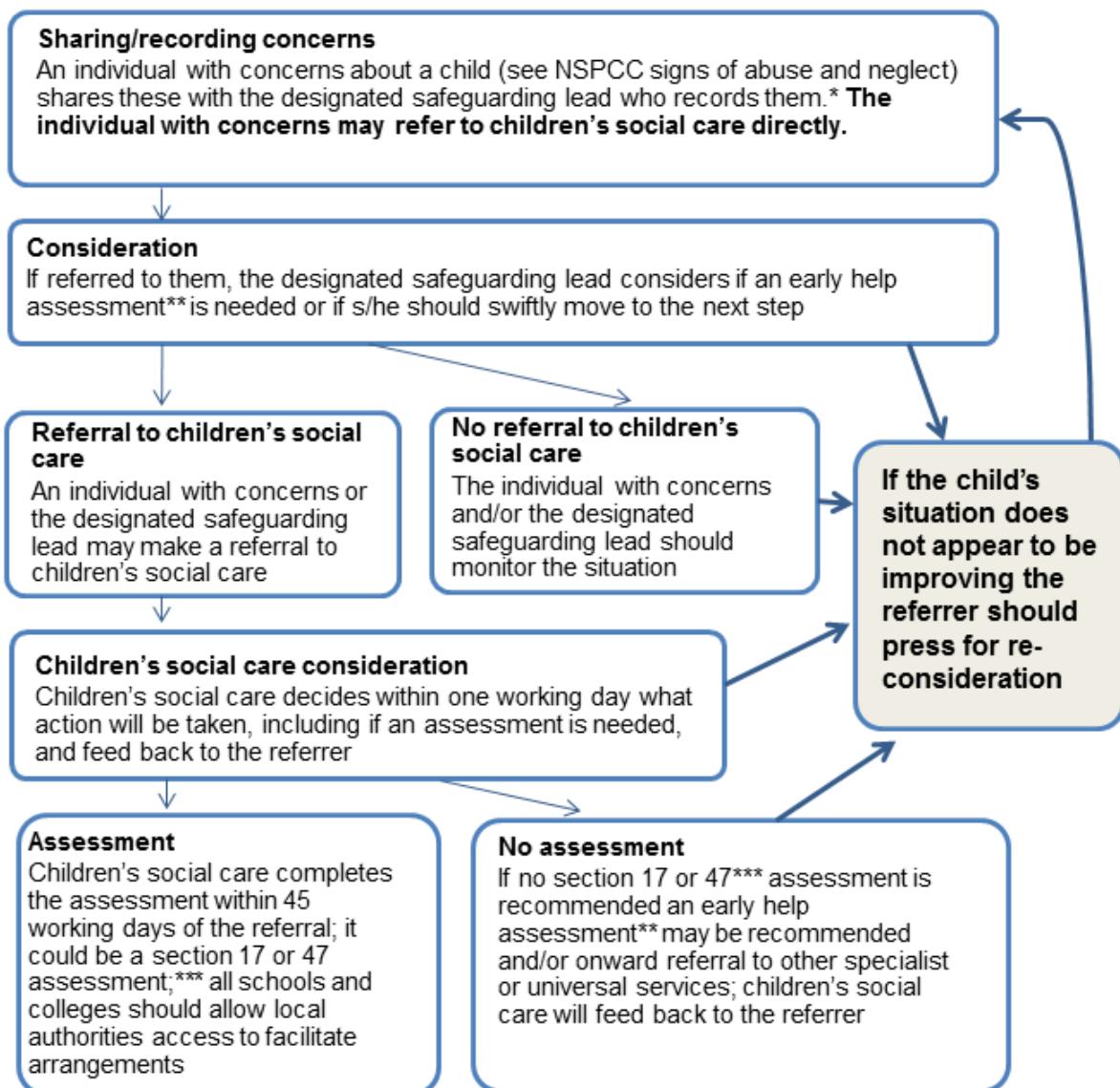
When our children attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with our Risk Assessment protocol.

**Appendix 1**

## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

# HACKNEY CVPS

## FIRST ACCESS SCREENING TEAM REFERRAL FORM

This form should be used by all agencies when making referrals about a child or young person to  
Hackney Children and Young People's Service (CYPS)

**PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES.**

WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

<b>Referrer Details</b>		
<b>Name:</b> Click here to enter text.	<b>Date:</b> Click here to enter a date.	
<b>Name of agency/organisation:</b> Click here to enter text.		
<b>Type of organisation:</b>		
OIndividual	DEducation Service Please select: Choose an item.	DHousing
DLocal Authority Service	DPolice	OHealth Please select: Choose an item.
DOther legal agency (please state details) Click here to enter text.		
DOther (please state details) Click here to enter text.		
<b>Address:</b> Click here to enter text.		
<b>Telephone:</b> Click here to enter text.	<b>Email:</b> Click here to enter text.	
<b>Referrer's relationship to the child/family:</b> Click here to enter text.		
<b>Child/Young Person Details - Please add all Children to the form (if more than 2 children please go to continuation section appended to the end of this form)</b>		
<b>CHILD 1</b>		
<b>Family Name:</b> Click here to enter text.	<b>Forename:</b> Click here to enter text.	
<b>Gender:</b> Male D Female D	<b>Date of Birth:</b> Click here to enter a date.	
<b>Child/Young Person's Ethnicity:</b>		
DWhite	DMixed	DAsian or Asian British
DBlack or Black British	DOther Ethnic Group	
<b>Child's first language:</b> Click here to enter text.	<b>Interpreter required?</b> DYDN	

**CHILD 2****Family Name:**

Click here to enter text.

**Forename:**

Click here to enter text.

**Gender:**

Male D Female D

**Date of Birth:**

Click here to enter a date.

**Child/Young Person's Ethnicity:**

DWhite

OMixed

DAsian or Asian British

OBlack or Black British

OOther

**Child's first language:**

Click here to enter text.

**Interpreter required?**

DYON

**Family Details****CARER 1****Full Name:**

Click here to enter text.

**Address:**

Click here to enter text.

**Telephone:**

Click here to enter text.

**Email:**

Click here to enter text.

**\*Parental Responsibility?**

DYDN

**Relationship to Child:**

Click here to enter text.

**Carer's First Language:**

Click here to enter text.

**Interpreter Required?**

DY ON

**\*Please specify who has parental responsibility for this child if not you.**

**Name of person with Parental Responsibility**

Click here to enter text.

**Relationship to child of person with parental responsibility**

Click here to enter text.

**Birth Mother's Name:**

Click here to enter text.

**Birth Mother's Date of Birth**

Click here to enter a date .

**Birth Father's Name:**

Click here to enter text.

**Birth Father's Date of Birth**

Click here to enter a date.

**CARER2****Full Name:**

Click here to enter text.

**Address:**

Click here to enter text.

**Telephone:**

Click here to enter text.

**Email:**

Click here to enter text.

**Parental Responsibility?**

O YON

**Relationship to Child:**

Click here to enter text.

<b>Carer's First Language:</b> Click here to enter text.	<b>Interpreter Required?</b> 0 YON		
<b>*Please specify who has parental responsibility for this child if not you.</b>			
<b>Name of person with Parental Responsibility</b> Click here to enter text.			
<b>Relationship to child of person with parental responsibility</b> Click here to enter text.			
<b>Birth Mother's Name:</b> Click here to enter text.			
<b>Birth Mother's Date of Birth</b> Click here to enter a date.			
<b>Birth Father's Name:</b> Click here to enter text.			
<b>Birth Father's Date of Birth</b> Click here to enter a date.			
<b>Professional Network</b>			
Agency	Name	Telephone	Email
School	Click here to enter text.	Click here to enter text.	Click here to enter text.
HV	Click here to enter text.	Click here to enter text.	Click here to enter text.
GP	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text .
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Referral Details</b>			
<b>Referral category - Please select a category which best describes the child's needs.</b>			
Abuse or Neglect	D	Children in need as a result of, or at risk of, abuse or neglect; also includes children at risk because of domestic violence	
Child's Disability	D	Children and families whose main need for services arises because of their child's disability, illness or intrinsic condition	
Parental disability or illness	D	Children whose main need for services arises because the capacity of their parents (or carers) to care for them is impaired by the parent's (or carer's) disability, physical or mental illness, or addictions.	

<b>Family in acute stress</b>	D	Children whose needs arise from living in a family that is going through a temporary crisis that diminishes the parental capacity to adequately meet some of the children's needs.
<b>Family dysfunction</b>	D	Children whose needs primarily arise from living in a family where the parenting capacity is chronically inadequate.
<b>Socially unacceptable behaviour</b>	D	Children and families whose need for services primarily arise out of the child's behaviour impacting detrimentally on the community.
<b>Low income</b>	D	Children, living in families or independently, whose needs primarily arise from being dependent on an income below the standard state entitlements.
<b>Absent parenting</b>	D	Children whose needs for services arise mainly from having no parents available to provide for them

Why are you referring this child/young person/family, please include what your main concerns are? [Click here to enter text.](#)

"Is there evidence that any children in the family are being subject to significant harm? If yes, please specify

[Click here to enter text.](#) What are the strengths? [Click here to enter text.](#) What are the uncertainties? [Click here to enter text.](#)

What outcomes are anticipated from the referral? [Click here to enter text.](#)

What support has been provided to help the family manage the issue in the last six months (attach a chronology)

#### **CONSENT:**

Referrals will be shared with the family and should not be made without their knowledge unless this would place the child's safety at risk.

Have you spoken to the family about this referral? O VEs D No D N/A

Have they given their consent for this referral to be made? DVes D No

Does the child/young person know about the referral? DVes D No D N/A If they do not know please specify why: [Click here to enter text.](#)

Return completed forms via secure email to [fast @hackney.gov.uk](mailto:fast@hackney.gov.uk) or [fast @hac.knay.gov.uk.cism.net](mailto:fast@hac.knay.gov.uk.cism.net). Please call us on 020 8356 5500 if you would like to speak to us about this referral or would like advice or guidance before making a referral

Further Guidance on information sharing can be found here:

<http://www.chscb.org.uk/information-sharing/>

## **Appendix 3**

### **Hackney Key Contacts and Guidance**

Useful Contact Details:

- Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney CSC Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Designated Officer (DO): 020 8356 4569
- City & Hackney Safeguarding Children Board: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000

Disclosure and Barring Service (DBS): [www.gov.uk/dbs](http://www.gov.uk/dbs)

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

<https://www.learningtrust.co.uk/TPG/happyhealthyandreadytolearn/Documents/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.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.htm>

HLT Whistle Blowing Policy:

<http://www1.learningtrust.co.uk/bulletin/HLTdocuments/Hackney%20Whistleblowing%20Policy%20July%202014.pdf>

## Appendix 4

### Appendix 6

#### Allegations / Concerns Against Staff Child Protection Process

