

Colvestone Primary School



Safeguarding and Child Protection Policy

2023 - 2024

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DESIGNATED MEMBERS OF STAFF FOR SAFEGUARDING

| | | | |
|------------------------------|--|---------------------------------|--------------------|
| Designated Safeguarding Lead | Deputy Designated Safeguarding Lead(s) | Nominated Safeguarding Governor | Chair of Governors |
| Miss Jennifer Hippolyte | Ms Anna Lucey | Ms Rosie Condon | Ms Rosie Condon |

DESIGNATED MEMBER OF STAFF FOR ALLEGATIONS AGAINST STAFF

| | | | |
|---------------------------|----------------------------------|--------------------|--------------------|
| Designated Senior Manager | Deputy Designated Senior Manager | Chair of Governors | Nominated Governor |
| Mr Robin Warren | Ms Anna Lucey | Ms Rosie Condon | Ms Rosie Condon |

SAFEGUARDING AUDIT DATES

| | | |
|----------------|-------------------------------------|------------------------------------|
| Review Date | Changes made/Details of action plan | By Whom |
| September 2023 | School Compliant | Jennifer Hippolyte Rosie Condon |

INTRODUCTION & AIMS

All children have the right to be safe from harm and abuse.

Section 175 of the Education Act 2002 places a duty upon Sebright, Lauriston and Daubeney Schools to safeguard and promote the welfare of children. [Working Together to Safeguard Children 2018](#) [What to do if you are worried a child is being abused 2015](#), [Keeping Children Safe in Education 2023](#) , and the [London Safeguarding Children Procedures 7th Edition](#) , provide a framework for enabling the school to fulfil its statutory duties effectively and efficiently in the best interests of children. (Appendix I Links 1, 2, 3, 4) Alongside these the schools must take into account the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) - [Equality Act Advice for Schools](#) and the Human Rights Convention Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education

This policy sets out how the schools' governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the schools.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. When referring to staff in this policy we are including any person who is working within the school, e.g. supply teachers, agency staff, volunteers.

All staff **must** read Keeping Children Safe in Education 2023 Part 1 alongside the Child Protection & Safeguarding policy, Health & Safety Policy, Federation Behaviour Principles Policy, Mental Health & Wellbeing Policy, Whistle Blowing Policy and Code of Conduct which are published on the schools' websites and **must** follow Colvestone's procedures and guidance at all times. All staff **must** also be aware of and understand our filtering & monitoring expectations.

Our policy is based on the following key elements:

- The Schools' Staff are part of a wider safeguarding system for children, and we work closely with other professionals and the wider community to safeguard children;
- Safeguarding of children (anyone under the age of 18) is everyone's responsibility and everyone who comes into contact with children has a role to ensure they are safeguarded;
- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure and these must be reported to the DSL
- All staff must report any concerns, including low-level concerns to the DSL via CPOMS or in person if for any reason they cannot access the site.

- We will endeavour to protect children from maltreatment, preventing impairment of children's mental and physical health or development; ensuring there is an understanding that both mental and physical health are relevant to safeguarding;
- Ensuring that children grow up in a safe and caring environment;
- Take action to enable all children to have the best outcomes;
- Provide a safe and supportive environment for children to grow and develop in school;
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe, including on-line;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse including FGM, slavery, trafficking and exploitation;
- Supporting pupils who have been abused, in accordance with his/her agreed child protection plan;
- Developing children's and staff's awareness of the Prevent Agenda.

OUR APPROACH TO SAFEGUARDING CHILDREN

At Colvestone we will provide a child-centred and coordinated approach to child protection & safeguarding.

Supporting Children and Working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationships for the child;
- Colvestone 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 and families;
- We will take into consideration the wider community a child may come into contact with and whether the child is at risk extra-familial harm, including sexual exploitation, criminal exploitation and serious youth violence (County lines, Serious Violence and Knife Crimes, Child Sexual Exploitation) using [CHSCB - Extra Familial Risk Protocol](#) (Appendix I, Link 25);
- Children with special educational needs or disabilities (SEND) or other mental or physical needs can face additional safeguarding challenges. Staff and governors must be aware that all signs of abuse are investigated and not dismissed due to SEND or other needs. See Appendix I, links 37 & 38 for additional information.
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents and families, 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) 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 Pupils

Through personal, social, health and economic education (PSHE) lessons, On-line Safety lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter either in school or outside of school and work out with staff how these risks may be

overcome; taking into account their wishes and feelings. Teachers take heed of the DfE's [Teaching online safety in school](#) guidance.

The following subjects are mandatory: relationship, education and health education. [Sex and Relationship Education Guidance 2019](#) These will be delivered in line with our relationships, sex and health education policy. Children are regularly reminded about on-line safety and bullying procedures and taught how to conduct themselves and behave in a responsible manner.

All pupils know who the Designated Safeguarding Lead (DSL) responsible for their safety and welfare; that they have a right to speak to this member of staff. They 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. There is a display in the school identifying the Designated Safeguarding Staff and children are made aware of this.

Partnership with Parents and Families

The schools share a purpose with parents and families to keep children safe from harm and to have their welfare promoted. We are committed to working with parents and families positively, openly and honestly. We ensure that all parents and families are treated with respect, dignity and courtesy. We respect parents' and families' 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 schools will, in most circumstances, endeavour to discuss all concerns with parents and families about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection Procedures). The school will aim to maintain a positive relationship with all parents and families. The schools' Child Protection and Safeguarding Policy is available on request and via the school's website. A leaflet giving an outline of Child Protection & Safeguarding is also available in the schools' offices and websites.

Recognise that children living within families that have adults with mental health needs, substance abuse and/or suffering domestic abuse will need significant support. Positive relationships with parents and families in these circumstances must be maintained to ensure the best outcomes for children.

Partnerships with Others

Our Schools recognise that it is essential to establish positive and effective working relationships with other agencies that are linked to child protection and safeguarding and work with City and Hackney Safeguarding Board. There is a joint responsibility on all of these agencies to share information to ensure the safeguarding of all children. ***We note that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.***

IDENTIFYING CHILDREN WHO MAY HAVE BEEN SIGNIFICANTLY HARMED

Teachers and other adults in school 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, pupils, parents, families and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

DEFINITIONS AND TYPES OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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. An adult or adults, another child, children or young people may abuse them. There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Staff should be aware that behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or images can be signs that children are at risk. They should also be aware of the impact of domestic abuse:

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims in their own relationships too.

PRACTICES AND PROCEDURES

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 Keeping Children Safe in Education Part 1, Health & Safety Policy, Federation Behaviour Principles Policy, Mental Health & Wellbeing Policy, Whistle Blowing Policy and Code of Conduct.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff members, however, have a duty to recognise concerns and maintain an open mind. All staff members understand that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL). Therefore, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL), the Deputy Designated Safeguarding Lead, or other identified members of the SLT in the absence of the designated person prior to any discussion with parents or families.

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;
- 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 unexplained new clothing or 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);
- Any risks identified outside the family and from the wider community, e.g. gang culture;

- Any concerns regarding child-on-child abuse;
- Any concerns regarding online access and the schools' filtering service;
- 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](#));

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions, should be recorded in writing. Information will be kept confidential and stored securely on CPOMS

Records will include:

- A clear and comprehensive summary of the concerns;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions made and the outcome.

Responding to Disclosures

Disclosures or information that a child has been harmed may be received from pupils, parents, families or other 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, so, staff will not promise confidentiality and will immediately communicate what they have been told to the DSL and make a record using clear, straightforward language using CPOMS or the Schools' Cause for Concern form if unable to access CPOMS for any reason.

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 using the Cause for Concern Form (Appendix 3);
- 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;
- Ensure that the child's views are taken into account at all times;
- 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 being clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told, giving the name of the DSL;
- Explain what will happen next and that the child will be involved as appropriate.

All victims must be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

Confidentiality

The school will operate with regard to [Information Sharing Advice for Practitioners July 2018](#) (Chapter one of [Working Together to Safeguard Children](#) , [The Information Commissioner's Office \(ICO\)](#) and [Data Protection: Toolkit for Schools](#) . 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 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;
- Pupil's, parent's and/or families' confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

Pupil Information

All pupils' child protection records are kept securely and can only be accessed by designated safeguarding members of staff. A note is placed on the pupil's general records to indicate whether they are subject to any Child Protection plans.

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, including the above and at least one other person;
- 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 protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the child, e.g. medical needs.

The Designated Safeguarding Lead or deputies will liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC - When to call the police](#) will help the DSL or deputies understand when they should consider calling the police and what to expect when they do. They will collate, securely store and agree access to this information.

All child protection documents will be retained on CPOMS and in a 'Child Protection' file if case was opened before Sept 2022, 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 Executive Head teacher, Heads of Schools, the Designated Safeguarding Leads and Deputy DSLs. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection' and signed for. KCSIE September 2023 does not recommend schools to keep copies of these files once passed to new settings and as a Federation we have decided not to keep copies of these records.

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;
- Consult with a member of [Children's Social Care's First Access and Screening Team](#) (Appendix 5) if they are uncertain whether the concerns meet threshold for Children's Social Care's involvement.
- Make an immediate referral to Children's Social Care's Multi-agency Safeguarding Hub (MASH) 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 (Appendix 6);

In consultation with Hackney Children and Families Services Multi-Agency Safeguarding Hub (MASH) decide:

- Wherever possible, to talk to parents or families, 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 (Appendix 14);
- 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 in the school's Cause for Concern 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. Common Assessment Framework (CAF) and/or make a referral for other services with parental consent.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care for children living in Hackney needs to be completed using the Multi-agency Referral Form (Appendix 14). For children living in other boroughs Children's Social Care in these boroughs will be contacted and their referral process followed.

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;
- Contribute to the Strategy Discussion and Strategy Meeting;
- Provide a report for, attend and contribute to any Initial or Review Child Protection Conference;
- Share the content of this report with the parent, prior to the meeting;
- 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 or attend and Family Support meeting for any child living in a family receiving Family Support from Hackney Children's Social Care;
- 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

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 [CHSCP Escalation Policy Dec 2021](#) if this does not resolve the concern.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

Our Schools pay full regard to the statutory guidance for schools and colleges Part 3 of Keeping Children Safe in Education, 2023. 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. The Federation also considers it to be good practice to undertake online searches for short listed candidates. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

See Appendix 7: Flowchart of Disclosure and Barring Service criminal record checks and barred list checks.

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

- DBS and section 128 barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS (including Federation Governors or Associate Governors) check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- DBS checks will be conducted for all volunteers, these checks are free of charge;
- This school is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff, volunteers and students, 18 years or older, on placement;
- 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.

Physical Intervention & Restraint (See Separate Policy)

School staff, are empowered to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

School staff will familiarise themselves with the Department for Education's guidance [Use of Reasonable Force](#) and follow the school's Behaviour Policy and Physical Intervention & Restraint Policy. The school will offer training to staff in appropriate use of physical intervention and/or restraint on a needs basis.

School Training and Staff Induction

The school's Designated Safeguarding Lead and Safeguarding Governor with designated responsibility for safeguarding will undertake child protection training for Designated Safeguarding Leads every two years and refresher/update training yearly.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training, provided by the Designated Safeguarding Lead. SSS Learning - accredited on-line training provider to enable staff to carry out their responsibilities for safeguarding effectively. The school 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 KCSIE Part 1 and Annex B and asked to read the Federation's Child Protection & Safeguarding policy, Behaviour Policy, Health & Safety Policy, Whistle Blowing Policy, Mental Health & Wellbeing Policy and Code of Conduct and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when they have acknowledged they have read and understood all of these documents.

Support, Advice and Guidance for Staff

Staff at Colvestone will be supported by: Ms Hippolyte, Miss Lucey and Mr Warren.

The DSL will be supported by Mr Warren and Ms Lucey.

DSL Supervision

The DSL will be provided with supervision by Ms Anna Lucey. She will provide support in a confidential and non-judgemental environment. She will encourage the DSL to explore their feelings regarding their role, as well as, providing advice and help. These sessions will take place twice a term but will also be available as and when needed.

External Advice for DSL

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

If they are not sure whether to make a referral to Children's Social Care, they will contact the Children's Social Care's Multi-Agency Team in the local authority in which the child lives. For Hackney LA they can telephone **020 8356 5500** during office hours and **020 8356 2710** out of hours.

See Appendix 5 – Key Contacts and guidance

ROLES AND RESPONSIBILITIES

Our Governing Body will ensure that:

- Colvestone has a child protection and safeguarding 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 and families on request and via our website;
- Colvestone operates safer recruitment procedures and makes sure that all appropriate checks are carried out, including enhanced DBS and section 128 checks on governors, staff and volunteers who work with children;
- Colvestone follows the [London Child Protection Procedures 7th Edition](#) and [Keeping Children Safe in Education 2023](#) the statutory guidance for dealing with allegations of abuse against staff, agency staff, supply teachers, contractors' staff and volunteers;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection and safeguarding (and deputies are named);
- There is a named Governor lead for child protection and safeguarding;
- All governor undertake safeguarding training on induction and at least annually to ensure they are up-to-date with any changes;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection and 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 Executive Head Teacher;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to child protection and safeguarding children and liaises with the school 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 Executive 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, agency staff, contractors' 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 [Hackney Whistleblowing Policy](#)
- All pupils 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 in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO) [Allegations Against Professionals CHSCP](#)
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- The Heads of Schools are appointed to deal with allegations against staff in the absence of the Executive Head Teacher.

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 have access to the online London Child Protection Procedures;
- Liaise with the Head of School to inform him of any issues and ongoing investigations and ensure there is always 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 Escalation Policy the Local Authority Designated Officer (LADO) 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 school's Child Protection & Safeguarding policy, Health & Safety Policy, Behaviour Policy, Mental Health & Wellbeing Policy, Whistle Blowing Policy and Code of Conduct, as well as the relevant sections of KCSIE;
- Ensure that all staff have induction training;
- Ensure that all volunteers, agency staff, supply teachers and contractors understand how the Federation keep children safe;

- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years including on-line safety;
- Access regular training throughout the year as and when necessary.

Raising Awareness

- Ensure the Child Protection & Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents and families are made aware of the Child Protection & Safeguarding policy and Leaflet which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- Where a child leaves the school, ensure the child protection file is securely sent and signed for, to the new establishment in a timely manner and transferred to the new school separately from the main pupil file, as well as ensuring the pupil's Social Worker is informed. Where necessary contact the receiving school's DSL to discuss the child's needs and support.

All staff, agency & supply staff, contractors and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns. Cooperate fully with social workers and any other agency staff supporting a child's needs, including updates on the child's progress (academic and social & emotional), attendance and relationship with others. Identify any pupil that would benefit from early help and refer the child to the DSL and the School's Inclusion Team to ensure support is given as soon as a problem emerges.

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING AGENCY, SUPPLY, CONTRACTORS & VOLUNTEERS)

Keeping Children Safe in Education 2020 Part 4 Managing Allegations

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;
- 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. There may be situations when the school will want to involve the police immediately, e.g. if the individual is deemed to be an immediate risk to children or there is evidence of a criminal offence. 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 appropriate professional boundaries at all times in line with the Code of Conduct (Appendix 5, Link 2). Staff will be encouraged to use the [Disciplinary, grievances and whistleblowing | Hackney Services for Schools](#) 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. If staff feel their concern has not be addressed alternatively, they can contact the NSPCC Whistle Blowing Help Line on 0800 028 0285, Mon –

Fri 8am – 8pm or email: help@nspcc.org.uk if they feel their concern has not been address in a timely and effective manner.

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, 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 Executive Head Teacher or Head of School (unless the allegation is against the Executive Head Teacher in which case notify the Chair of Governors. If the allegation is against the Head of School then report to the Executive Head Teacher).

Initial Action by the Executive Head Teacher or Head of School

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
 - Contact the Local Authority Hackney LADO
[0208 356 4569](tel:02083564569) / LADO@hackney.gov.uk within 1 working day;
- Discuss with the LADO 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 Executive Head Teacher (or Head of School)

- 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;
- Maintain contact with the LADO;
- 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 LADO whether a referral to the DBS should be made.

See Appendix 8 and 9 for further information

All concerns about adults should be reported including concerns and allegations that do not meet the harms test 'low level' concerns. These should be investigated by the line manager and the outcomes of the investigation reported to the appropriate person, see above.

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.

Bullying & Child-on-Child Abuse (see page 21)

Bullying & child-on-child abuse is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. However, peer-on-peer abuse can be a single incident of serious physical abuse, sexual abuse or **upskirting**; in these cases, an immediate decision will be made regarding how to handle the incident and whether a

referral to Children's Social Services will be made for all children involved. Bullying can take many forms (for instance, cyber-bullying via text messages or social media), 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 school's first priority but emotional bullying can be more damaging than physical. For more information see [Keeping Children Safe in Education Section 1 pages 12 & 13](#)

Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Additional barriers are faced by children who are lesbian, gay, bi or trans (LGBT). KCSIE highlights that:

- These children can be targeted by other children
- It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

While bullying between children is not a separate category of abuse and neglect, a very serious issue 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 child-on-child abuse, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying and/or child protection procedures.

All pupils and parents can access a copy of the anti-bullying procedures as Appendix A of our Colvestone Behaviour Principles & Policy on the Schools' Website and the subject of bullying is addressed at regular intervals in the (PHSE) curriculum. If the bullying or peer-on-peer abuse is particularly serious, or the anti-bullying procedures are deemed ineffective, the Head of School and the DSL will consider implementing safeguarding procedures.

For further information please see the DfE's Guidance [Preventing & Tackling Bullying Advice](#) and our Federation's Behaviour Principles Policy (Appendix 1 Link 13) for our Anti-bullying Procedures.

Children with Challenging Behaviour

Our team will support any child that present with behaviour that puts themselves or others at risk. A member of SLT will conduct a risk assessment for the child to ensure that all steps are taken to minimise the risk to others as well as providing the support needed to reduce the risk. The risk assessment will be completed with the child and parent(s)/family. (Appendix 13)

Online Safety & Social Media Policy

Colvestone is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment. We expect all adults working within the school to read, understand, follow and sign our Acceptable Use & Behaviour Policy (AUBP) in relationship to the use of social media, school equipment and personal equipment and online behaviour. See Appendix 9.

Colvestone ensures that there is a robust filtering system in place via London Grid for Learning to safeguard pupils for inappropriate content. The DSL supported by the Partnership IT manager will monitor and report any concerns. Staff are expected to report any websites accessed in school that are a cause for concern to the DSL and also report any sites they cannot access that they feel are appropriate for use within the Schools. [Meeting digital and technology](#)

[standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

The main areas of risk for our school community can be summarised as follows:

Content

- Exposure to illegal, inappropriate or harmful content
- Lifestyle websites promoting harmful behaviours, suicide, self-harm, radicalisation and extremism
- Hate content, LGBTQ+ abuse, racism, misogyny, anti-Semitism
- Fake news: how to check authenticity and accuracy of online content

Contact

- Grooming (sexual exploitation, radicalisation etc.)
- Online bullying in all forms
- Social or commercial identity theft, including passwords

Conduct

- On-line bullying;
- Privacy issues, including disclosure of personal information
- Digital footprint and online reputation
- Health and well-being (amount of time spent online, body image)
- Non-consensual sharing of nudes or semi-nudes images or videos, exploitation

Commerce

- On-line gambling,
- Seeing inappropriate advertising
- Phishing and/or financial scams, if a pupils is at risk of these then it should be reported to the Anti-Phishing Working Group (<https://apwg.org/>)

Communication

We will ensure that parents, families, staff, volunteers and pupils are aware of how to keep themselves and others safe on-line by:

- The acceptable use and behaviour agreements being discussed with staff and signed by staff at the start of each year. Acceptable use and Behaviour agreements to be issued to whole school community, on entry to the school.
- Acceptable use and Behaviour agreements discussed with pupils at the start and end of each half term. Reminders given at the beginning of every computing session.

Handling Incidents:

- The school will take all reasonable precautions to ensure online safety.
- Staff and pupils are given information about infringements in use and possible sanctions.
- Designated Safeguarding Lead acts as first point of contact for any incident.
- Any suspected online risk or infringement is reported to DSLs that day.

- Any concern about staff misuse is always referred directly to the Head of School, unless the concern is about the Head of School in which case the complaint is referred to the Executive Head, if the concern is about the Executive Head then the Chair of Governors and then if necessary the LADO will be informed.

Expected conduct

In this school, all users:

- are responsible for using the school IT and communication systems in accordance with the relevant Acceptable Use & Behaviour Policy Agreements;
- understand the significance of misuse or access to inappropriate materials and are aware of the consequences;
- understand it is essential to report abuse, misuse or access to inappropriate materials and know how to do so;
- understand the importance of adopting good online safety practice when using digital technologies in and out of school;
- report any concerns regarding filtering and understand that all school equipment is monitored;
- know and understand school policies on the use of mobile and hand held devices including cameras;

Staff, agency & supply staff, volunteers and contractors

- know to be vigilant in the supervision of children at all times, as far as is reasonable, and uses common-sense strategies in learning resource areas where older pupils have more flexible access;
- know to take professional, reasonable precautions when working with pupils, previewing websites before use; using age-appropriate (pupil friendly) search engines where more open Internet searching is required with younger pupils;
- know that the online services are filtered via London Grid for Learning.

Parents/Carers

- should know and understand what the school's 'rules of appropriate use for the whole school community' are and what sanctions result from misuse.
- the online content that the schools allow children to access.

Incident Management

In our schools:

- all members of the school are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes;
- support is actively sought from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre helpline, Child Exploitation & Online Protection CEOP, Prevent Officer, Police, Internet Watch Foundation IWF) in dealing with online safety issues;
- monitoring and reporting of online safety incidents takes place and contribute to developments in policy and practice in online safety within the school;

- parents/carers are specifically informed of online safety incidents involving young people for whom they are responsible;
- the Police will be contacted if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law;
- we will immediately refer any suspected illegal material to the appropriate authorities – Police, IVF, Prevent & Channel and inform Hackney Education and/or Hackney Social Care.

Education

When teaching safeguarding, including online safety, we will use our PHSE programme supplemented by these resources if and when necessary:

- [Be Internet Legends](#) accredited lesson plans for KS2.
- [Disrespectnobody](#) Home Office advice, including resources on healthy relationships, including sexting and pornography.
- [Education for a connected world framework](#) UK Council for Internet Safety PHSE resource that can be used across the curriculum covering Early Years to age 18.
- One stop page for teachers [Teaching about Relationships, Sex and Health](#)
- [Teaching Online Safety in Schools](#) DFE guidance on how schools can teach their children to stay safe online.
- Advice for educational settings [on sharing nudes and semi-nudes images or videos online](#)
- [Thinkuknow](#) the National Crime Agency/CEOPs education programme with age specific resources.
- [UK Safer Internet Centre](#) guidance and resources to help with teaching the online safety component of the Computing Curriculum.

If children are being asked to learn online at home, the schools will follow the following advice and support provided by the DfE to do so safely:

- [Safeguarding in schools colleges and other providers](#)
- [Safeguarding and Remote Education](#)
- NSPCC Learning - [Undertaking Remote Teaching Safely](#)
- PHSE Association - [PHSE Association](#)

Children Missing from Education

A child going missing from education or having frequent absences is a potential indicator of abuse or neglect. School staff will follow the [London Child Protection Missing Children](#) for dealing with children that go missing from education, or have frequent repeated absences, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The Federation will also follow the guidance [Gov Statutory Guidance for Children Missing in Education](#)

Hackney Education (HE) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments. We will refer all cases of concern to the Education Attendance Service (EAS) and Children's Social Care.

Where parents or families 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. The DSL will notify the EAS if they have any safeguarding concerns regarding the child/ren.

Children who harm others (Child-on-Child Abuse)

Our Federation 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 school staff 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, including upskirting, the safeguarding procedures set out in this policy will be applied. This Federation recognises 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, the school 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.

A MAT (multiagency team) meeting may be called for any child that is harming others.

Our schools will be mindful of the sections in [London Child Protection Procedure Part B: Practice Guide](#) and work closely with social care, the police and other agencies following a referral.

Child Sexual Exploitation & Child Criminal Exploitation

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experiences can be very different for boys and girls and indicators of CCE may also be different for girls. More information is available in Annex B of [Keeping Children Safe in Education 2023](#).

If, as a school, we are concerned a child is being sexually or criminally exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB on CSE and CHSCB - Gangs and Serious Violence](#). These Government guidance's: [Governmental guidance \(CSE\)](#) and [CCE, County Lines](#), [Advice to schools and colleges on gangs and youth violence](#) can be useful when considering cases of CSE and CCE. Any child suspected of being involve or being a victim of serious violence will be referred to social care to conduct an assessment considering the child being harmed outside the home on contextual safeguarding criteria.

Children with Special Educational Needs and/or Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, with [NSPCC Safeguarding SEN/D suggesting](#) that SEND children can be up to four

times more likely to be abused due to additional vulnerabilities. As a school 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 SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Intimate Care Arrangements

For pupils who are unable to use the toilet and are still in pull-ups we will ensure that a member of staff who has an enhanced DBS meets their needs. We will work with the parents and pupil to put in place an intimate care plan to develop the child's independence and ability to use the toilet without adult help.

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 follow the procedures set out in this document and make reference to the guidance provided by [CHSCB Guidance FGM](#).

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 members of staff to see visual evidence, and they should not be examining pupils, 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. **All members of staff must report any concerns regarding FGM to the DSL and then, together, to the police/MASH teams.**

Mental Health

All staff, agency & supply staff and volunteers should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child, they should use the safeguarding 'cause for concern' form to record their concerns and pass this on to the DSL. The DSL will liaise with the SENCo regarding actions that should be taken.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Guidance and advice can be found via these links:

- [Preventing and Tackling Bullying](#)
- [Mental Health & Behaviour in Schools](#)

- [Promoting Children and Young People's Emotional Health and Wellbeing](#)
- [Rise Above](#) links to lesson plans and materials for forming positive relationships, social media, smoking and alcohol.

Preventing Radicalisation and Extremism (Prevent Duty)

The Federation will fulfil our responsibilities under the [Revised Prevent Duty Guidance](#) 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](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school 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, as a Federation, are concerned we will follow the procedures set out in this document and make reference to the [London Child Protection Procedures](#).

Serious Violent Crime

All staff must be aware of the indicators that may signal that children are at risk from, or involved with, serious violent crime. Including

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs;
- Increased absence from school;
- Change in friendships/relationships with others/groups;
- Significant decline in performance;
- Signs of self-harm/significant change in wellbeing;
- Signs of assault/unexplained injuries.

Children displaying any of these signs could be at risk of exploitation that could lead to either being a victim of or party too serious violent crime. Staff must fill out a 'cause for concern' form and give it immediately to the DSL if they see any signs that a child may be at risk of exploitation.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own Child Protection & 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 using [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#) document.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective child protection & 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 the Federation's Risk Assessment procedures.

Organisations or Individuals using School Premises

If any allegations are made against an organisation’s staff or individual using our Schools’ premises the procedures outlined in this policy for allegations against staff will be followed, e.g. contacting the LADO.

Ratified: September 2023

Signed: _____
Executive Head Teacher Chair of Governors

Review: September 2024

APPENDICES

Appendix 1 – Links to documents

Appendix 2 – Acknowledgement of reading KCSIE Part 1

Appendix 3 – Child Protection Records Front Page

Appendix 4 – Report a Concern Form

Appendix 5 – Transfer of Child Protection Records

Appendix 6 – Action when a child has suffered or is likely to suffer harm

Appendix 7 – Key Contacts and guidance

Appendix 8 – Flowchart for DBS Checks

Appendix 9 – Allegations/concerns against staff flowcharts

Appendix 10 – Acceptable Use and Behaviour Policy (AUBP)

Appendix 11 – Online Safety Agreements

Appendix 12 – Risk Assessment for Children with Challenging Behaviour

Appendix I

LINKS TO DOCUMENTS

1. [Working Together to Safeguard Children 2018](#)
2. [What to do if you are Worried a Child is Being Abused 2015](#)
3. [Keeping Children Safe in Education Sept 2023](#)
4. [London Child Protection Procedures 7th Edition](#)
5. [Information Sharing Advice for Safeguarding Practitioners 2018](#)
6. [CHSCB Escalation Policy June 2020](#)
7. [Disciplinary, grievances and whistleblowing | Hackney Services for Schools](#)
8. [Preventing and Tackling Bullying Advice](#)
9. [Federation Health & Safety Policy](#)
10. [Blossom Federation Behaviour Principles & Policy 2022](#)
11. [CHSCB Child Sexual Exploitation](#)
12. [Child Sexual Exploitation-Definition and Guide for Practitioners](#)
13. [Child Criminal Exploitation Guidance](#)
14. [Sharing Nudes and Semi-nudes images or videos online](#)
15. [We have the right to be safe-disabled children abuse report child-friendly](#)
16. [Tackling & Preventing Female Genital Mutilation Strategy](#)
17. [Revised Prevent Duty Guidance](#)
18. [Promoting Fundamental British Values as part of SMSC in Schools](#)
19. [Teaching Online Safety in School 2019](#)
20. [Be Internet Legends](#)
21. [Safeguarding and Remote Education](#)
22. [Undertaking Remote Teaching Safely](#)
23. [Filtering and monitoring standards for schools - Guidance](#)
24. [Anti-Phishing Working Group](#)
25. [PHSE Association](#)
26. [Disrespectnobody PHSE](#)
27. [Sex and Relationship Guidance in Education](#)
28. [Teaching about Relationships, Sex and Health](#)
29. [Mental Health & Behaviour in Schools](#)
30. [Promoting Children and Young People's Emotional Health & Wellbeing](#)
31. [CHSCB - Gangs and Serious Violence](#)
32. [HLT Code of Conduct](#)
33. [The Information Commissioner's Office \(ICO\)](#)
34. [Data Protection: Toolkit for Schools](#)
35. [CHSCB - Extra Familial Risk Protocol](#)
36. [SEND Code of Practice: 0 - 25 years](#)
37. [Supporting Pupils with Medical Condition at School](#)
38. [Hackney SENDias Parental Support](#)
39. [MENCAP](#)



Appendix 2

Acknowledgement for reading of KCSIE Part 1.

September 2023

RE: CHILD PROTECTION AT Colvestone PRIMARY SCHOOL

I confirm that I have read and understood (please tick to confirm):

- Part 1 & Annex B of Keeping Children Safe in Education (2023);
- Child Protection & Safeguarding Policy 2023;
- Behaviour Principles & Policy;
- Health & Safety Policy;
- Mental Health & Wellbeing Policy;
- Whistle Blowing Policy
- Code of Conduct

I have taken note of how to promote safe practice whilst working with the children and adults at Colvestone Primary School.

I am clear about what I should do, if I have any concerns regarding children and staff and agree to conduct myself in a safe and respectful way. I understand I have a duty to ensure that all pupils' welfare is promoted, they are cared for appropriately and they are safeguarded from any harm.

I _____ (print name) have read and understood the above policies.

Signed: _____

Date: _____

Appendix 3 CHILD PROTECTION RECORD – Front Sheet

| | | | |
|--|--|--|----|
| Date file opened: | | | |
| Child Name: | | | |
| Date of birth: | | | |
| Any other names by which the child is known/has been known: | | | |
| Status: CIN, CP, CIC | | | |
| Address: | | | |
| Other family members: (include full name, relationship, if under 18 include age and school where known) | | | |
| Any other child protection files held in school relating to another child closely connected to this child? | Yes (<i>name of other child/ren</i>) | | No |
| Name and contact number of key workers: | | | |
| Name and contact details of GP: | | | |

CHILD PROTECTION RECORD – Case Chronology

| Name of child: | | |
|-----------------------|---------------|---------------|
| Date of birth: | | |
| Date: | Event: | Notes: |
| | | |
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CHILD PROTECTION RECORD – Report of a Concern

Date of Referral:

| | | | |
|----------------------------|--------------------------------------|------------------------------------|--|
| Name of referrer: | | Role of referrer: | |
| Child Name: | | | |
| Date of birth: | | Year Group / class: | |
| Details of concern: | <i>(Use body map if appropriate)</i> | | |
| Reported to: | | Role of person reported to: | |
| Signed: | | | |
| Date: | | | |

To be completed by the Designated Safeguarding Lead:

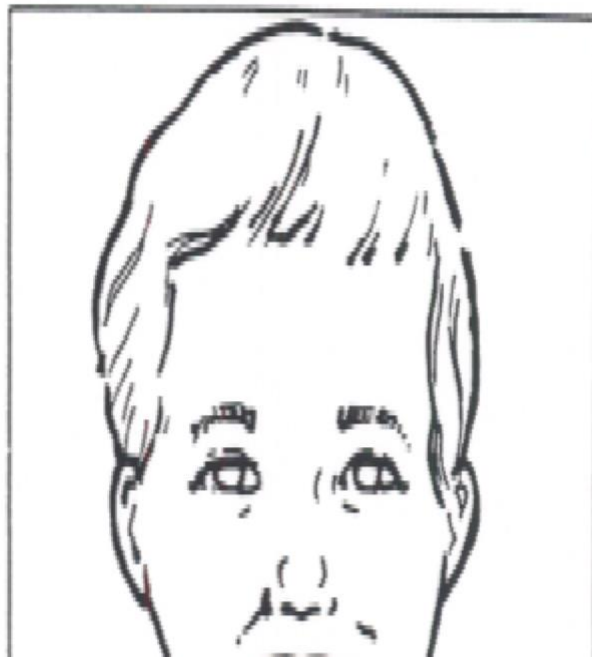
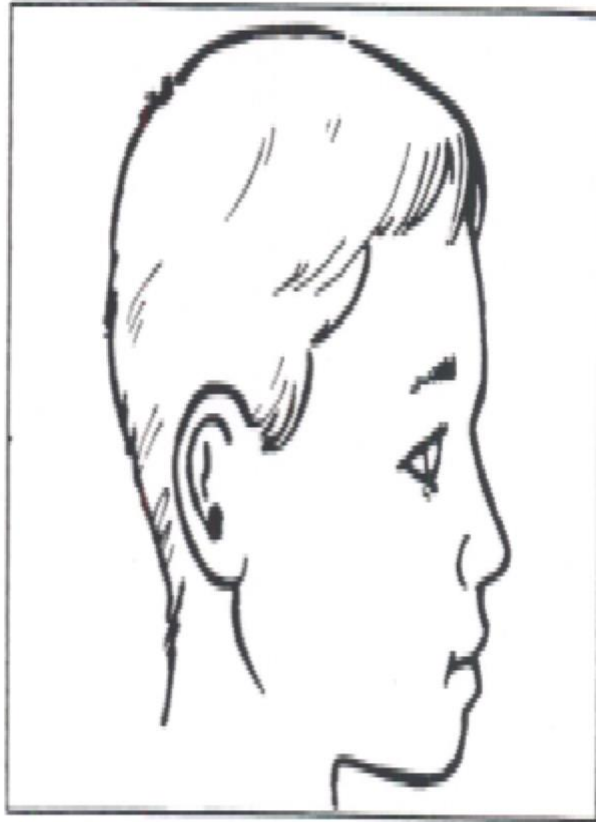
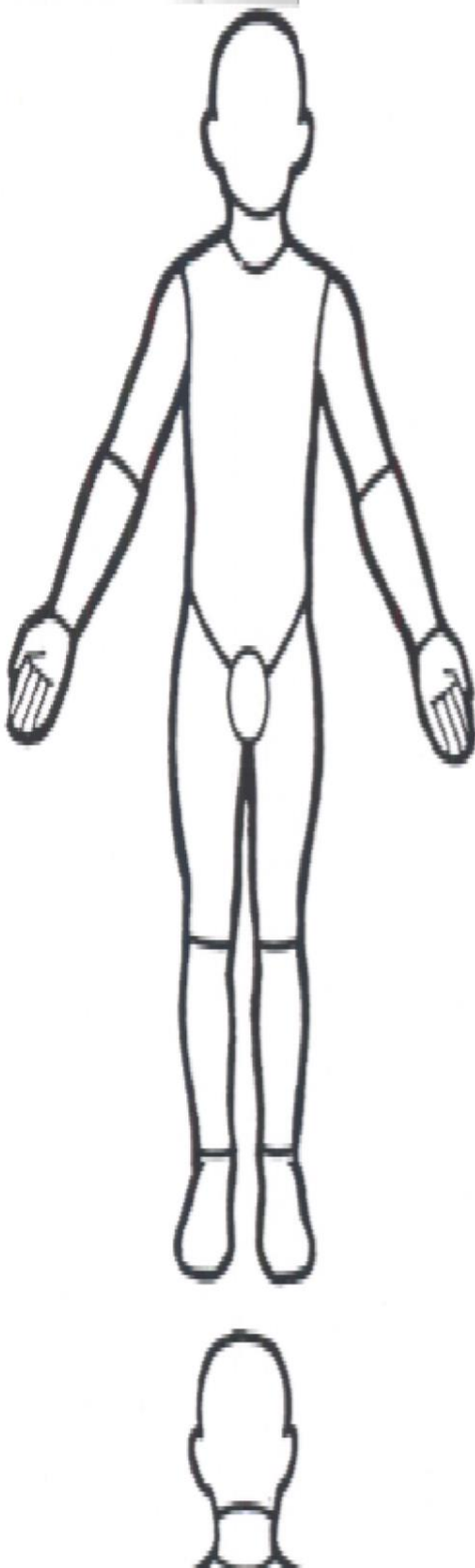
| | | | |
|--|--|---|----------------|
| Action taken: | | Advice sought: <i>(from whom and what was advice given)</i> | |
| Concern / referral discussed with parent / carer? | | <i>If not, state reasons why – if yes, note discussion with parent</i> | |
| Referral made: | | <i>If not, state reasons why – if yes, record to whom and any action agreed</i> | |
| Feedback to referring member of staff: | | | By whom |
| Response to / action taken with pupil: | | | By whom |
| Name and contact number of key workers: | | | |
| Name and contact details of GP: | | | |

**Other notes /
information:**

**Any other action
required:**

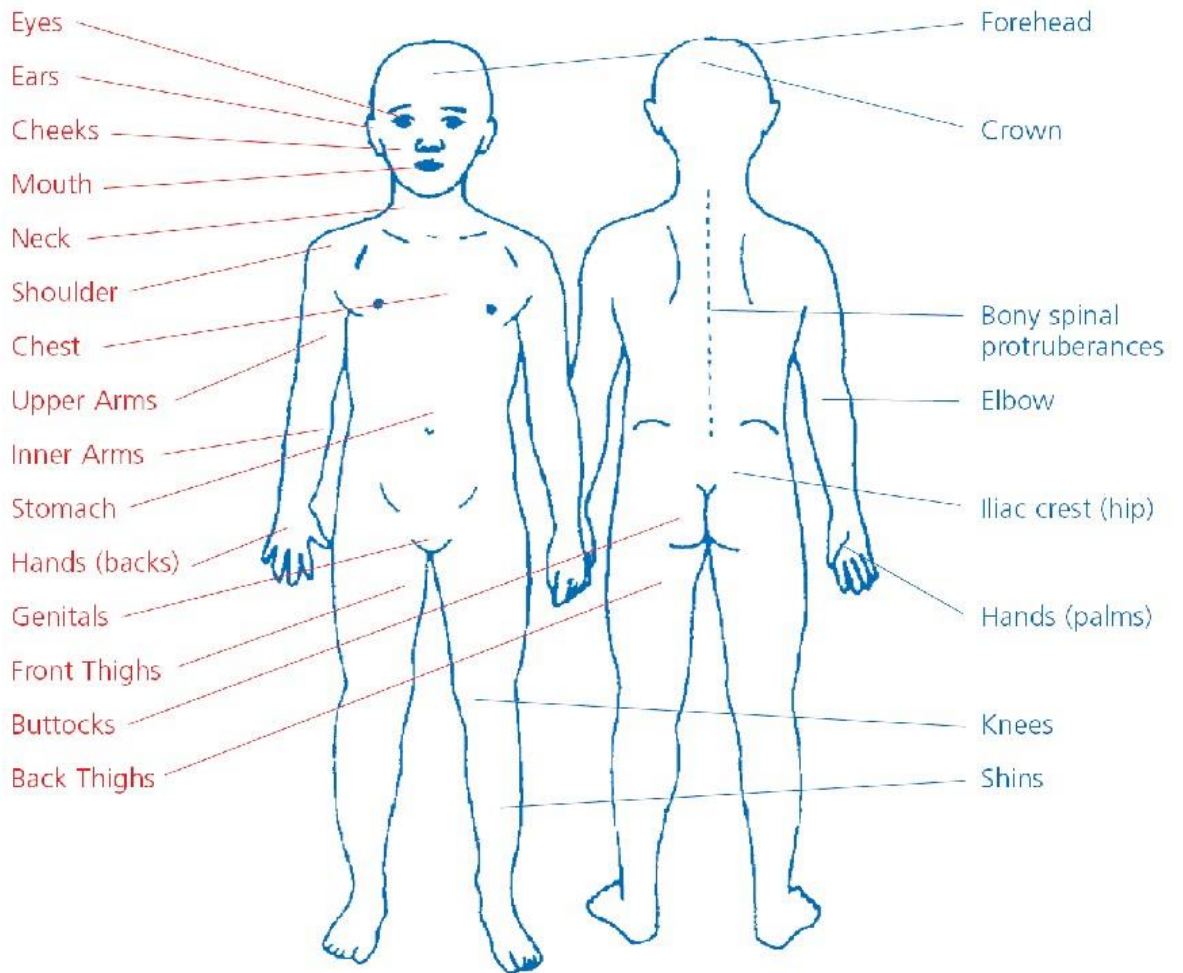
Body Map

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.



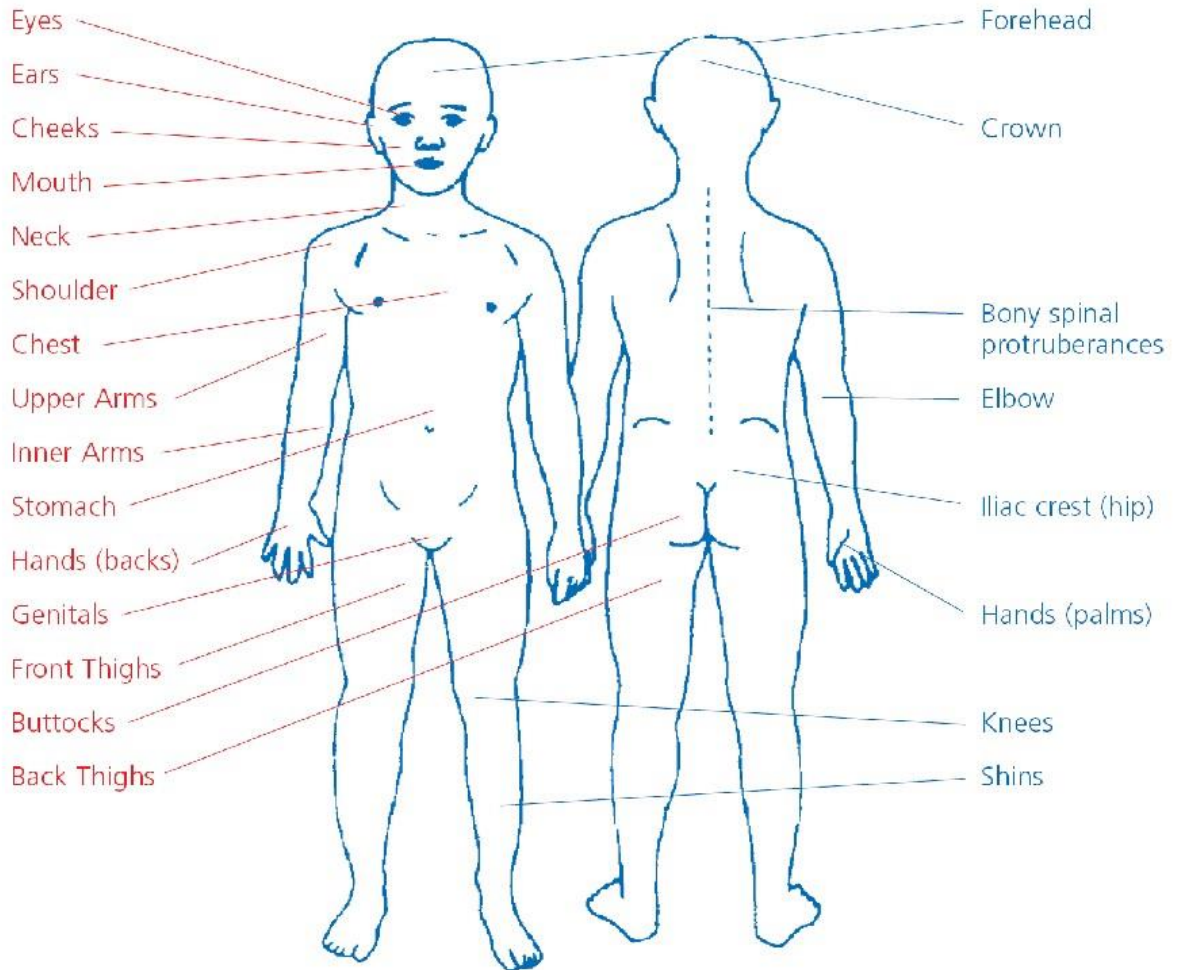
**COMMON SITES FOR
NON-ACCIDENTAL INJURY**

**COMMON SITES FOR
ACCIDENTAL INJURY**



**COMMON SITES FOR
NON-ACCIDENTAL INJURY**

**COMMON SITES FOR
ACCIDENTAL INJURY**



Transfer of Child Protection Records

Keeping Children Safe in Education' (DfE, 2023), Annex C, sets out that transfer of the child protection file falls under the role of the Designated Lead. It states:

'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.'

There is a joint responsibility when a child starts at a new educational setting to ensure the receiving setting has all existing child protection records. When a setting admits a new pupil, they must always check with the previous one whether there are any child protection records to transfer. However, it is also the responsibility of the original school to ensure any records are transferred to the new school.'

Where a child moves to another educational setting, any records of child protection / welfare concerns should be copied (by the Designated Lead or Deputy Designated in the interests of confidentiality) and the originals sent to the receiving school as soon as possible (separately to the pupil file). The Designated Safeguarding Lead from the previous school should make telephone contact with their counterpart in the receiving school to discuss the case, share important information and agree a means of transfer of the records as soon as is practicable.

Where child protection files are sent by post, it should be by secure recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that the child protection file is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead. A record of transfer form should be included with the file and the receiving school should be asked to sign the form and return it to the sending school to confirm they have received the file.

Whenever a file is transferred, schools should retain copies of the original file and a copy of the 'File Transfer Record and Receipt' (Appendix A). Once confirmation of receipt at the new setting has been received, any paperwork held at the previous setting should be destroyed

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or educational setting

| | |
|----------------|--|
| NAME OF CHILD: | |
|----------------|--|

| | |
|------------------------------------|--|
| DOB: | |
| NAME OF SCHOOL SENDING CP FILE: | |
| ADDRESS OF SCHOOL SENDING CP FILE: | |
| METHOD OF DELIVERY: | BY HAND SECURE POST ELECTRONICALLY |
| DATE FILE SENT: | |
| NAME OF DSL TRANSFERRING FILE: | |
| NAME OF PERSON TRANFERRING TO: | |
| SIGNATURE: | |

PART 2: To be completed by receiving school or educational setting

| | |
|------------------------------------|--|
| NAME OF SCHOOL RECEIVING FILE: | |
| ADDRESS OF SCHOOL RECEIVING FILE: | |
| DATE RECEIVED: | |
| NAME OF PERSON RECEIVING FILE: | |
| DATE CONFIRMATION OF RECEIPT SENT: | |
| SIGNATURE: | |

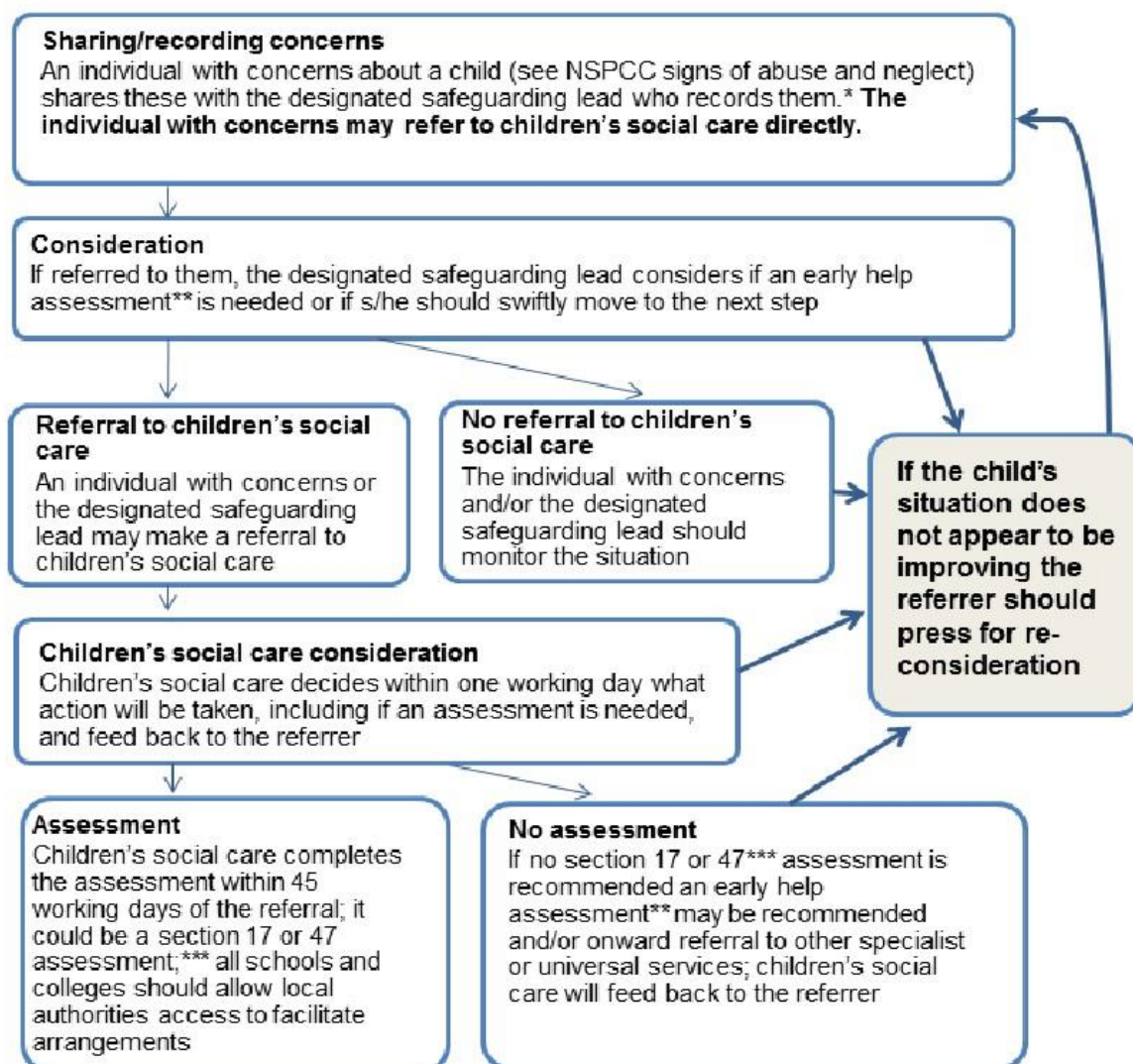
Receiving school / educational setting: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix 4

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.

Appendix 5

Key Contacts and Guidance

Useful Contact Details:

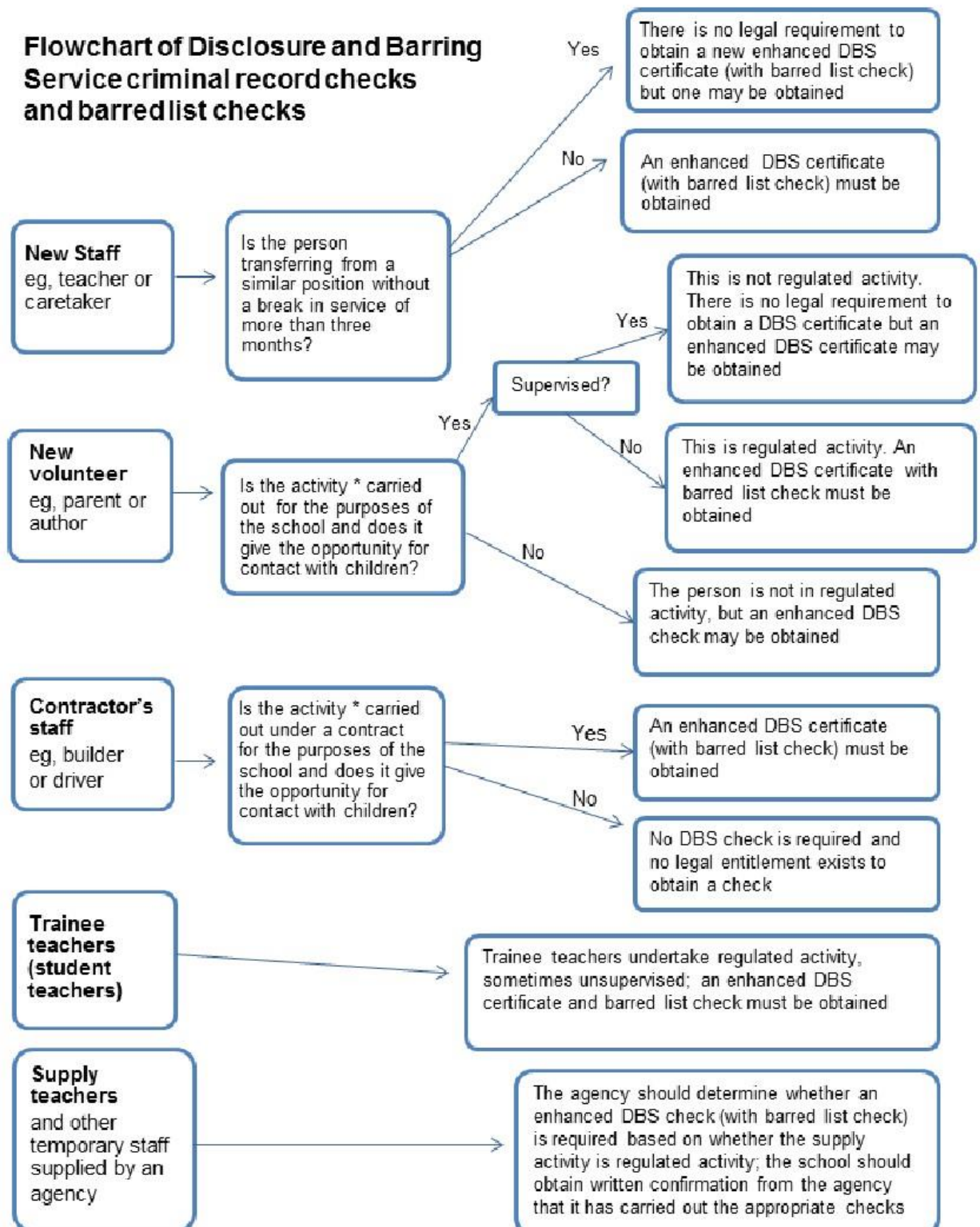
- Hackney Multi-agency Team (MAT): 020 8356 4844/5500
- Hackney CSC Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HE Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Board: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000 Disclosure and Barring Service (DBS): www.gov.uk/dbs Useful guidance documents:

LINKS

1. [CYPS Resources Guided 2015](#)
2. [Hackney Code of Conduct for Schools 2016](#)
3. [Hackney Education Whistle Blowing Policy](#)

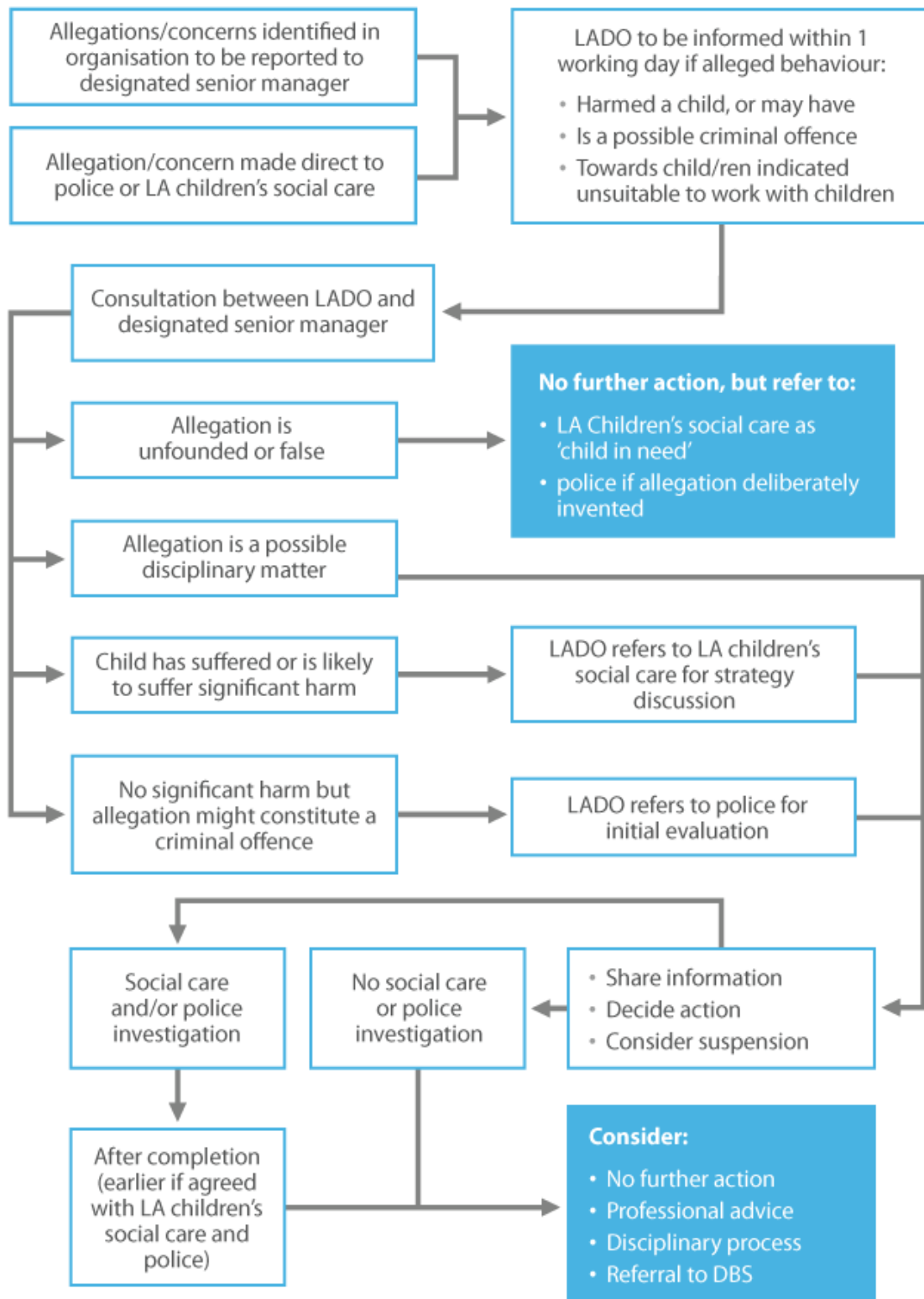
Appendix 6

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

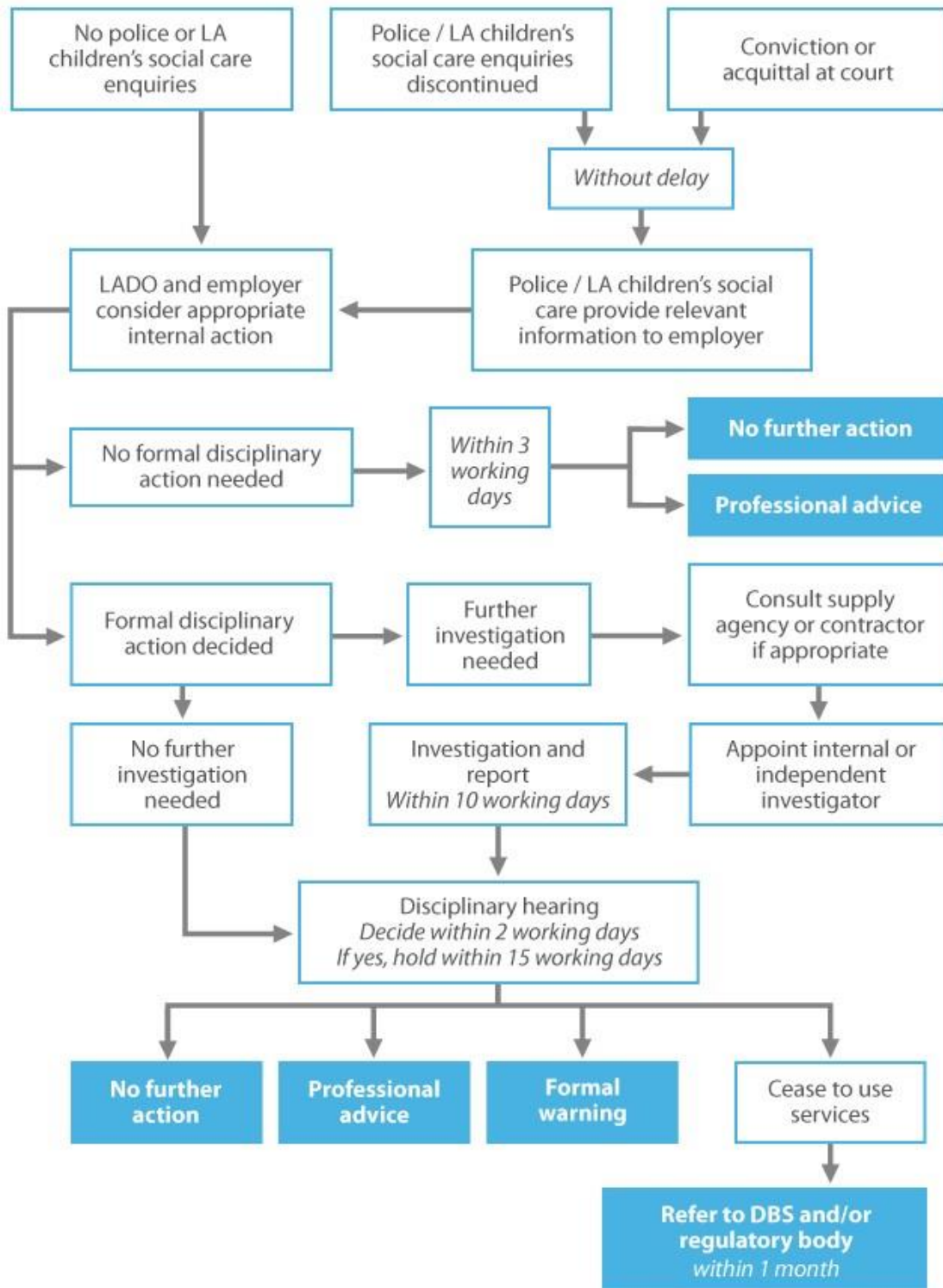


* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Allegations / Concerns Against Staff Child Protection Process



Allegations / Concerns Against Staff Disciplinary / Suitability Process



Colvestone Primary School



Acceptable Use Policy (AUP)
for
**STAFF, GOVERNORS,
VOLUNTEERS**
2023

What is an AUP?

We ask all children, young people and adults involved in the life of Colvestone Primary School to sign an Acceptable Use* Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

This AUP is reviewed annually, and I will be asked to sign it upon entry to the school and every time changes are made.

Why do we need an AUP?

All staff (including support staff), governors and volunteers have particular legal / professional obligations and it is imperative that all parties understand that online safety is part of safeguarding as well as part of the curriculum, and it is everybody's responsibility to uphold the school's approaches, strategy and policy as detailed in the full Online Safety Policy. Child Protection and Safeguarding Policy 2023.

Where can I find out more?

All staff, governors and volunteers should read Colvestone's full Online Safety Policy (page 20 of Child Protection & Safeguarding Policy) for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc) visit 'about us' on our website.

What am I agreeing to?

1. I have read and understood Colvestone's full Child Protection & Safeguarding 2023 policy and agree to uphold the spirit and letter of the approaches outlined there, both for my behaviour as an adult and enforcing the rules for pupils/students. I will report any breaches or suspicions (by adults or children) in line with the policy without delay.
2. I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour which I believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Head of School (if by an adult). DSL: (Deputy Head); (Head of School).
3. **During remote learning:**
 - o **I will not behave any differently** towards students compared to when I am in school. I will never attempt to arrange any meeting, including tutoring session, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
 - o **I will not attempt to use a personal system or personal login for remote teaching** or set up any system on behalf of the school without SLT approval.
 - o **I will not take secret recordings or screenshots** of myself or pupils during live lessons.

- o **I will conduct any video lessons in a professional environment** as if I am in school. This means I will be correctly dressed and not in a bedroom / impossible to tell that it is a bedroom if this is unavoidable (e.g. even if the camera slips). The camera view will not include any personal information or inappropriate objects and where possible to blur or change the background, I will do so.
 - o **I will complete the issue log for live lessons** if anything inappropriate happens or anything which could be construed in this way. This is for my protection as well as that of students
4. I understand that in past and potential future remote learning and lockdowns, there is a greater risk for grooming and exploitation as children spend more time at home and on devices; I must play a role in supporting educational and safeguarding messages to help with this.
 5. I understand the responsibilities listed for my role in the school's Online Safety policy. This includes promoting online safety as part of a whole school approach in line with the **RSHE curriculum**, as well as safeguarding considerations when supporting pupils remotely.
 6. I understand that school systems and users are protected by security, monitoring and filtering services, and that my use of school devices, systems and logins on my own devices and at home (regardless of time, location or connection), including encrypted content, can be monitored/captured/viewed by the relevant authorised staff members.
 7. I understand that I am a role model and will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including social media, e.g. by:
 - not sharing other's images or details without permission
 - refraining from posting negative, threatening or violent comments about others, regardless of whether they are members of the school community or not.
 8. I will not contact or attempt to contact any pupil or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. I will report any breach of this by others or attempts by pupils to do the same to the Head of School.
 9. I will not use my personal devices to capture digital images/video and will not post any images online without permission from the Head of School. If I am not sure if I am allowed to do something in or related to school, I will not do it.
 10. I understand the importance of upholding my online reputation, my professional reputation and that of the school, and I will do nothing to impair either.
 11. I agree to adhere to all provisions of the School's Data Protection Policy ([Data Protection Policy 2019](#)) at all times, whether or not I am on site or using a school device, platform or network, and will ensure I do not access, attempt to access, store or share any data which I do not have express permission for. I will protect my passwords/logins and other access, never share credentials

and immediately change passwords and notify (HOS) if I suspect a breach. I will only use complex passwords and not use the same password for other systems unless instructed to do so.

12. I will not store school-related data on personal devices, storage or cloud platforms. USB keys, are not allowed to be used on school devices.
13. I will never use school devices and networks/internet/platforms/other technologies to access material that is illegal or in any way inappropriate for an education setting. I will not attempt to bypass security or monitoring and will look after devices loaned to me.
14. I will not support or promote extremist organisations, messages or individuals, nor give them a voice or opportunity to visit the school. I will not browse, download or send material that is considered offensive or of an extremist nature by the school.
15. I understand and support the commitments made by pupils/students, parents and fellow staff, governors and volunteers in their Acceptable Use Policies and will report any infringements in line with school procedures.
16. I will follow the guidance in the Child Protection & Safeguarding and Whistleblowing policies for reporting incident: I understand the principle of 'safeguarding as a jigsaw' where my concern might complete the picture. I have read the sections on handling incidents and concerns about a child in general, sexting, upskirting, bullying, sexual violence and harassment, misuse of technology and social media.
17. I understand that breach of this AUP and/or of the school's full Child Protection & Safeguarding Policy may lead to appropriate staff disciplinary action or termination of my relationship with the school and where appropriate, referral to the relevant authorities.

Colvestone Primary School



To be completed by the user

I have read, understood and agreed to this policy. I understand that it is my responsibility to ensure I remain up to date and read and understand the school's most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.

Signature:

Name:

Role:

Date:

To be completed by, Head of School

I approve this user to be allocated credentials for school systems as relevant to their role.

Systems: O365 E-mails, London Grid for Learning, G-Suite, SIMS, Colvestone Domain (Internal user/shared drives) Additional permissions (e.g. admin)

Signature:

Name:

Role:

Date:



Colvestone Primary School Online Safety Agreement (KSI)



Class _____

1. I only **USE** devices or apps, sites or games if a trusted adult says so
2. I **ASK** for help if I'm stuck or not sure
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult
5. I look out for my **FRIENDS** and tell someone if they need help
6. I **KNOW** people online aren't always who they say they are
7. Anything I do online can be shared and might stay online **FOREVER**
8. I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to
9. I don't change **CLOTHES** or get undressed in front of a camera
10. I always check before **SHARING** personal information
11. I am **KIND** and polite to everyone

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Our trusted adults are: _____ at school _____ at home signed:



Colvestone Primary School

Online Safety Agreement (KS2)



At Colvestone Primary School everyone should feel safe in school and at home at all times. This includes staying safe when on-line. These rules will help keep you safe.

1. **I learn online** – I use the school’s internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I’m using them at home.
2. **I learn even when I can’t go to school because of coronavirus**– I don’t behave differently when I’m learning at home, so I don’t say or do things I wouldn’t do in the classroom and nor do teachers or tutors. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. **I ask permission** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. **I am creative online**– I don’t just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.
5. **I am a friend online**– I won’t share or say anything that I know would upset another person or they wouldn’t want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. **I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out. Friends don’t share passwords!

7. **I am careful what I click on** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. **I ask for help if I am scared or worried**– I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. **I know it's not my fault if I see or someone sends me something bad** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
10. **I communicate and collaborate online**– with people I already know and have met in real life or that a trusted adult knows about.
11. **I know new online friends might not be who they say they are**– I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
12. I check with a parent/carer before I meet an online friend the first time; I never go alone.
13. **I don't do live videos (livestreams) on my own**– and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.
14. **I keep my body to myself online** – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.
15. **I say no online if I need to** – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
16. **I tell my parents/carers what I do online**– they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
17. **I follow age rules**– 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.
18. **I am private online**– I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything

else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.

19. **I am careful what I share and protect my online reputation**– I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
20. **I am a rule-follower online**– I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. **I am not a bully** – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
22. **I am part of a community**– I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. **I respect people’s work** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
24. **I am a researcher online**– I use safe search tools approved by my trusted adults. I know I can’t believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.



I have read and understood this agreement.

If we have any questions, we will speak to a trusted adult: at school that includes

Outside school, our trusted adults are

Colvestone Primary School



Colvestone Primary School

Online Safety Advice for Parents/Carers



At Colvestone Primary School we take every reasonable precaution to ensure that pupils do not access any inappropriate materials online. However, we cannot guarantee that pupils will not access inappropriate materials.

- We will ensure that pupils are taught how to keep themselves safe online and ask them to sign an online safety agreement. (See attached agreements.)
- We will confiscate any mobile equipment pupils bring into school without the permission of the Head of School. These devices will only be returned to the pupil's parents or carers.

To keep pupils safe online parents should:

- Use the online safety videos on our website to discuss keeping safe online.
- Only share online, photographs of other children (or staff) at school events with permission from the pupils' parents/carers or staff.
- Set parental locks on devices with access to the internet.
- Do not allow access to social media sites until your child is old enough to access these sites. Most social media sites have an age limit of over 13 years.
- Reinforce that your child/ren should not share personal information with anyone online.
- Reinforce that friends are people we know and that friends online could be anyone, not necessarily who they say they are.
- Monitor online use and ensure that children access the internet only when supervised by an adult.
- Inform the school's online safety officer/designated safeguarding lead of any concerns regarding their child's interactions online with other pupils.

Please ask for advice about online safety from staff, check our website and attend school workshops for parents to keep up to date on how to keep your child safe online.



Colvestone Primary School

Colvestone Crescent London E8 2LG

T: 020 7254 1143 E: office@colvestone.hackney.sch.uk

Photography Opt Out Form

Dear Parent/Guardian:

During the school year, we take photographs of school activities involving students to share the school's enriching culture and updates. By which incidentally, some photographs may capture your child's participation, directly or indirectly.

These photos may be published through our website, social media pages, newsletters and flyers.

With this, we seek for your consent in allowing us to publish photos which may involve your child to the said platforms.

Please do provide your response by selecting your choice below and submitting this form:

Please note, all children will automatically be opted in.

Please only fill and sign this form if you would **NOT** like your child to feature.

Photo Release Consent

I do **not** allow the reproduction and publication of my child's photograph(s)

Name of Child: _____ Year: _____

Parent/Carer Signed: _____ Date: _____

In partnership with the



Executive Head Teacher – Robin Warren Head of School – Anna Lucey Chair of Governors – Rosie Condon



Risk assessment for children with challenging behaviour

| | | | |
|-------------------------------|--|-------------|--|
| Name of child: | | | |
| Class: | | Year Group: | |
| Assessment completed by: | | | |
| Date: | | | |
| Risk identification: | | | |
| What is the foreseeable risk? | | | |

| | |
|--|--|
| | |
| Is the risk potential or actual? | |
| Who is affected by the risk? | |
| In which situation does the risk usually occur? | |
| If the risk arises, who is likely to be injured or hurt? | |
| What kinds of injuries or harm are likely to occur? | |
| Risk reduction strategies: | |
| Proactive interventions to prevent risk | |

| | |
|--|--|
| Reactive interventions to respond to risk | |
| Agreed Behaviour Management Plan and School Risk Management Strategy: | |
| Proactive interventions to prevent risks | |
| Early interventions to manage risks | |
| Reactive interventions to respond to risk | |
| Agreed by: | |
| Date: | |
| Communication of Behaviour Management Plan and School Risk Management Strategy: | |
| Plans and strategies shared with | |
| Communication method and date | |
| Staff Training: | |
| Identified training needs | |
| Training provided to meet needs | |
| Date training completed | |
| Review: | |
| How effective have the strategies and interventions been? | |

| | |
|---|--|
| Has the risk reduced? | |
| Has the risk increased? | |
| Are any additions or amendments required? | |
| Agreed by: | |
| Date: | |

Please use the Hackney Learning Trust's Risk Assessment for Trips alongside the school's trip risk assessment.

THIS DOCUMENT MUST BE PLACED IN THE INDIVIDUAL CHILD'S SCHOOL FILE.