



Safeguarding Children Policy 2019-20

Millfields Community School recognises the responsibilities and commitment of all staff to safeguard all children.

The whole school community - staff, parents, governors, volunteers and students at Millfields have an active part in protecting children from harm.

It is the moral and legal duty of all adults in charge of children to be ready to protect children in danger from abuse.

All staff working in education, have a responsibility to observe, monitor and refer suspected abuse.

All staff must be vigilant at all times.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Introduction

The Governing Body at Millfields Community School fully recognise that they have a duty to ensure arrangements are in place for safeguarding and promoting the wellbeing of children (Section 175 of the Education Act 2002 amended 2012). We adhere to the Local Authority's Safeguarding Children Board Procedures. This policy reflects the requirements of Working Together to Safeguard Children (2019) and Keeping Children Safe in Education, (September 2019)

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. We aim to protect our children from all kinds of abuse whether physical, emotional, sexual or neglect.

We recognise that all members of the school community including volunteers and governors will at all times play a full and active part in protecting our children from harm.

We aim to:

Provide an environment where children:

- have positive relationships
- have the confidence to talk to the adults they can trust
- feel safe and secure
- feel listened to

Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and of children in need.

Ensure that through training all staff (teaching and support staff) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm.

Ensure members of our school community including volunteers:

- understand their roles and responsibilities in all aspects of safeguarding
- understand safeguarding duties will impact upon all areas of the school's work.

What is Child Protection?

Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Staff, volunteers and visiting speakers and agencies

All members of staff are required to read this policy and at least section 1 and Annexe A of the Keeping Children Safe in Education, Part 1 for All Staff (September 2019) and act according to the guidance given in both documents. All staff are required to complete an online certificated safeguarding course annually.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Agency staff, volunteers and visiting speakers and other organisations are all handed a 'Safeguarding Children and Young People' leaflet.

The Teachers' Standards 2012 state that teachers, including heads, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the school community.

All staff should be aware of the dangers inherent in:

- Working alone with a child (e.g. a door should always be open or a clear view into the room maintained)
- Physical interventions (never prolong contact, follow guidance in Positive Handling Policy)
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from parents and children
- Contacting children through private telephones (including texting and), emailing or social networking sites – See (See E-Safety and Acceptable Use Policy)
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties

Safeguarding Induction for Staff

All new staff are briefed in safeguarding processes and are required to read relevant policies upon employment. They are also required to complete an online certificated safeguarding course. In addition, all staff are reminded of safeguarding processes at the beginning of the school year, and at the beginning of each term.

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and the Local Safeguarding Children Board Procedures, we will view this as misconduct and take appropriate action.

Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities. Confidential information about pupils must be held securely.

Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Safe Recruitment Practices

In line with the guidance '**Keeping Children Safe in Education**' (2019), our schools follow the guidance listed below:

- Governors and staff involved in recruitment adhere to safer recruitment practices
- Job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS
- All job descriptions and person specifications state the safeguarding responsibilities of the role
- CVs are not accepted (unless applicant has a disability preventing them from completing the application form)
- Two references for each candidate taken up and viewed by the chair prior to interview
- One panel member has completed the Safer Recruitment training
- Safer recruitment checklists completed, signed as seen & kept in the individual's personnel file.
- Candidates are checked using the Teacher Services system to carry out prohibition from teaching checks.
- There a Single Central Record (SCR) of recruitment and vetting checks in place in line with statutory requirements.
- Volunteers are appropriately inducted and supervised

Designated Safeguarding Leads

Our Designated Safeguarding Leads are fully trained and receive updated training every two years. Designated members of staff are responsible for adhering to the London Child Protection Procedures.

All staff are responsible for informing the relevant designated person of any concerns. The designated member of staff will keep records securely.

It is the responsibility of the designated member of staff to discuss concerns with Children's Social Care and Social Workers or external services. If such concerns arise about the safety of a child, the child will be monitored closely and any additional concerns will be passed on to the appropriate agencies.

The designated member of staff will offer support and advice to other members of staff dealing with pupils. Staff should refer to the City & Hackney Children's Safeguarding Children Board (CHSCB's) Escalation Policy for guidance. 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.

Early Intervention and Support

Our staff are prepared to identify children who may benefit from early Intervention or support and will offer the support of other agencies and professionals in preparing an early help assessment.

Process for referring pupils – to be considered alongside the CHCSB Escalation Policy

- The concern is immediately raised with the Designated Safeguarding Lead in writing through 'Orange Form' log
- The Designated Safeguarding Lead will consider the concern and decide the course of action
- If necessary, the concern is passed to Children's Social Care

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Records of Child Protection and Safeguarding Concerns

Brief and accurate written notes will be kept of all incidents via the school 'orange form' system and child protection or child in need concerns relating to individual pupils. This information may be shared with other agencies as appropriate. There is a 'Safeguarding Log' of all concerns and actions taken.

Parental consent is usually sought before making a Child in Need (S17 of the Children Act 1989) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47 of the Children Act 1989), which does not require parental consent.

The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets". Child Protection (CP) records are not open to pupils or parents. CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputy and the senior managers of the school.

Referrals made to Children's Social Care under the London procedures will be recorded on a Common Assessment Framework form, with copies sent securely to Children's Social Care and the Local Schools Safeguarding Coordinator.

Training for all staff

All staff will receive safeguarding updates at least annually through a safeguarding and children protection online training programmes that includes KCSiE updates and local contextual safeguarding. Each half term, one of the teaching staff professional development meetings for both teaching staff and support staff focuses on a specific area of safeguarding, well-being and mental health of pupils.

Training of Designated Safeguarding Leads

There are at least two Designated Safeguarding Leads, who are also members of the Senior Leadership Team that are trained in safeguarding processes. Training is refreshed every two years.

Allegations against a member of staff or volunteer

The schools will follow the guidance set out in DfE **Keeping Children Safe in Education' (2019)**. We understand that a child may make an allegation against a member of staff, including volunteers. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Chair of Governors must be notified.

In all cases the Local Authority Designated Officer at (LADO – See contact details below) at the Children's Social Care must be notified and a HR Advisor from the Human Resources Department. Further advice can be obtained from the LADO or the Children's Social Care. In all cases it is the requirement to notify all allegations against staff to the LADO before commencing an internal investigation.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, including 'up-skirting' and initiation or hazing type violence with respect to boys

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Serious Violent Crime

Staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime, or that they may be a victim of grooming. These indicators include:

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 friendship/relationships with others/groups

Significant decline in performance

Signs of self-harm/significant change in wellbeing

Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

Guidance directs staff to the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All members of staff who support these pupils will be made aware to the need for vigilance for the signs of abuse.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes: mentor support, CAMHS worker, therapists

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Pupils are not permitted to bring mobile phones in to school at any time. If they bring a phone in, it will be retained by the office until the end of the school day.

Single Central Record (SCR)

The School Business Manager is responsible for entering information onto and maintaining the SCR. The Headteacher monitors the SCR monthly. The Nominated Safeguarding Governor reviews and reports on the SCR at least twice annually.

The Hackney Learning Trust carries out periodic audits. The Head teacher is responsible for ensuring recommendations are acted upon swiftly. The Headteacher will ensure the SCR meets OfSTED requirements.

Governors and Associate Members

Governors and Associate Members are briefed and understand their roles and responsibilities regarding safeguarding and safer recruitment.

Governors and Associate Members review the Safeguarding and Child Protection Policies annually.

Governors ensure that independent companies to which activities are contracted have the required child protection procedures (e.g. play centres or after school clubs).

Designated Link Governor

The school has nominated a designated Governor (See Named Contacts) who will act as the link person between the Governing Body and the nominated Designated Safeguarding Lead. The Governor will review the safeguarding procedures/practices including access to training through termly meetings with the Designated Safeguarding Lead and the Headteacher.

Teaching Pupils about Safeguarding

We believe that pupils should be provided with information that helps them protect themselves. Pupils are taught how to be safe through promoting safety online, personal social health and economic education. The PSHCE Policy and Overview, as well as the Well-being and mental Health Policy ensures that all elements of safeguarding and well-being are covered. Pupils are reminded continually about speaking out in school, or via NSPCC and ChildLine numbers if they need to say something.

Physical Contact and Restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where it is necessary to protect the child, or another person from danger and when the member of staff has received appropriate training. The school has adopted the Hackney Learning Trust Positive Handling Policy.

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

We believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. It is illegal

in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

It is a statutory duty for teachers, social workers and health-care professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. NB Staff should not examine pupils. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should consider and discuss any such case with the school's Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Our safeguarding designated staff have received training on:

- Key Issues
- Risk factors
- High Risk Absences
- Symptoms
- Long term health problems

PREVENT RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. In order to protect children from the risk of radicalisation our schools will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This may be through the form of influences in the home or activities out of school, visitors invited to the school and accessing websites or social media that promote radicalisation.

The Designated Safeguarding Lead should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

All staff have training on Prevent every 2 years.

Children Missing in Education (CMiE) and safeguarding concerns

All children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our schools. The law requires all schools to have an admission and attendance register.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Please refer to page 13 of the Keeping Children Safe in Education 2019 guidance and LA guidance and procedures.

The school requires that parents should ensure that the school has at least two emergency contacts for their child in addition to the main parent/carer contact

Photographing children

We understand that parents/carers like to take photos of their children or video them in the school play, at sports day or school presentations. This is a normal part of family life and we do not discourage parents from celebrating their child's success. However, there are restrictions on the use of images of children (e.g. data protection) and there may be health and safety considerations. We adhere to the following guidelines:

- We seek written parental consent for the use of photographs and images for use by the school (including the school website and brochures) when a child joins the school.
- If visitors come to the school to make videos or take photographs for use outside the school we will seek specific parental consent
- Staff should be sensitive to the feelings of pupils who may be uncomfortable about being photographed
- Staff should be aware of the use of flash photography and the impact it may have on some of our pupils.
- Children's full names are not named in our publications
- Personal devices, including mobile phones, must not be used to photograph children. Only the school's equipment may be used.

Parents taking photos of school events

Parents are permitted to take photographs of their children at school events. The photograph should focus on their child and should not be uploaded to social media sites. Please see the Information Commissioner's Office advice on taking photographs.

E Safety & Social Media

The school has a separate policy on Internet Use and E Safety. Please refer to the school's School E-Safety & Acceptable Use Policy. The school has also produced a guide to monitoring and being aware of the impact and use of Social Media in and out of schools. Please refer to the school's Social Media Policy.

Transporting Pupils

In certain situations, e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible any transport arrangements should be made in advance by a designated member of staff. Any transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort in agreement with parents.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

Before and After School Activities and Educational visits

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. For further information, please refer to the Health & Safety Policy.

Site Safety

- Risk assessments are carried out regularly & communicated to pupils & staff
- There is a designated Health and Safety link member on the Governing Body
- There is a RIDDOR reportable accident book with evidence of action taken and impact of action. All other first aid incident reports are kept in a medical folder.
- All members of staff are required to wear ID badges at all times.

- All members of staff are aware of their responsibilities to report health and safety concerns to the site manager immediately.
- Windows should not be blocked or covered and fire doors should be kept closed at all times.

Visitors to school

Visitors who are admitted on to the school site, must report immediately to the main reception desk and sign in. All visitors must sign into the visitor book. The member of staff signing the visitor in must make the visitor aware of safeguarding procedures and give them a 'Safeguarding Children and Young People' leaflet. The visitor must wear a Visitor Badge at all times. It is everyone's responsibility to politely challenge anyone without the correct ID.

Links to other policies

This policy has been written in consideration of the Keeping Children Safe in Education statutory guidance for schools, September 2019. It should also be read alongside Working Together to Safeguard Children 2018 which applies to all schools.

The following policies are linked to this policy

- Health and Safety Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- Well-being and mental Health Policy
- Attendance & Punctuality Policy
- Sex and Relationships Education Policy
- PSCHE Policy
- Medicines and Pupils with Medical Needs Policy
- Safer Recruitment Policy
- SEND Policy
- Whistle blowing Policy
- Hackney DBS Policy
- Social Media & Networking Policy
- Data Protection & FOI Policy
- Prevent Statement -Dealing with Extremism
- E-safety Policy

Child protection common meanings:

'Significant Harm'

This concept was introduced by the Children's Act 1989 as the threshold for intervention in family life for protection of children

'Harm'

Ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill treatment of another

'Development'

Physical, Intellectual, emotional, social, or behavioural development

'Health'

Physical or mental health

'Ill Treatment'

Includes sexual abuse and all forms of treatment, which is not physical

'Threshold for significant harm'

There are no absolute criteria on which to rely. Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development

Contacts:**Designated Safeguarding Leads**

Jane Betsworth-Head teacher
Debi Cookhorn –Deputy Headteacher
Kingsley Fry -SENCo

Chair of Governors

Damian Holt
Email: chair@millfields.hackney.sch.uk

Nominated a Designated Safeguarding Governor

Sandy Stanton

LADO

LADO@hackney.gov.uk
Tel: 020 8356 4569 (LADO) or 020 8356 8082 (Duty line)

Policy Reviewed: September 2019
Policy Adopted by Governors: November 2019
Policy Review: September 2020

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

Appendix 1

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Maintained schools and pupil referral units insert:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

The schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
All schools with pupils aged under 8 add:

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children