La Sainte Union

CATHOLIC SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY FOR SCHOOLS AND COLLEGES IN CAMDEN

Academic Year 2026/27

APPENDED TO POLICY:

- Guidance for schools on dealing with allegations against staff
- Restrictive intervention policy
- Child on child abuse and sexual violence guidance
- Schools screen and searching policy

Policy Status:	Statutory
Policy Owner:	La Sainte Union Catholic School Governing Body. Camden Model Policy
Approving Body:	FGB
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KEY CONTACTS – SCHOOL

Name of school/college: La Sainte Union Catholic School

Headteacher/principal:
Name: Mrs Sophie Fegan
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Designated safeguarding lead:
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Deputy designated safeguarding lead:
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Designated CLA teacher:
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Nominated governor for child protection:
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KEY CONTACTS – LONDON BOROUGH OF CAMDEN

Lead Child Protection Practitioners
Name: Hellen Stack/Conor Young
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Local Authority Designated Officer (LADO):
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Safeguarding lead officers:
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Name: Dee Larkin (Service manager) Tel: 020 7974 5883
Name: Patricia Williams (Service manager) Tel: 020 7974 1558
Name: Jessica Schuldenfrei (Service manager) Tel: 020 7974 6053

Children's Contact Service/MASH team:
Service Manager: Tracey Murphy, Tel: 020 7974 1553/3317

Prevent Co-ordinator/Education Manager
Name: Jane Murphy, Tel: 020 7974 1008

Virtual School Head
Name: Matthew Blood, Tel: 020 7974 0816

PART A: CORE OPERATIONAL POLICIES AND PROCEDURES

1. PURPOSE OF POLICY:

This policy sets out how the school/college will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school/college will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

The school/college will ensure that safeguarding systems are clear, well promoted, easily understood and accessible, enabling pupils to report concerns confidently and ensuring prompt, appropriate responses.

The school/college takes a holistic approach to safeguarding, and children's safety and welfare will be the key focus when developing policies so that the school/college environment and culture is one where:

- pupils know how to raise concerns, feel safe to raise concerns and are confident that their concerns will be taken seriously;
- staff are equipped to deal sensitively and effectively with concerns and disclosures;
- inclusive and anti-discriminatory behaviour is an expectation for staff and pupils;
- all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated;
- the wishes and feelings of pupils are taken into account at all times.

2. LINKED POLICIES:

The following polices make up the school/college's safeguarding and child protection responses and contribute to a safe learning environment:

- Safer recruitment and staff conduct policy for schools and colleges
- CSCP guidance for schools on dealing with allegations against staff and volunteers
- Online safety model policy for schools and colleges
- Model social media policy for schools
- Child on child abuse protocol
- Harmful sexual behaviour protocol
- Children missing or absent from school policy

3. ROLES AND RESPONSIBILITIES:

3.1 Children and Learning Directorate

Children's Safeguarding and Family Help (CSFH), which includes Targeted Early Help services, and Camden Learning will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including a targeted early help service
- providing statutory social work services under the Children Act 1989
- providing the school/college with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are missing from or not in education, including children who are known to be home educated.

3.2 Governing Body

The governing body will ensure that the school/college meets its statutory duties with regard to safeguarding and protecting pupils and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so.

This includes the school/college's legal duties under the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (see Appendix 2). In particular, the governing body will ensure the following:

- The school/college has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
  - safeguarding and child protection policies and procedures that are consistent with Camden Safeguarding Children Partnership procedures and Camden's internal policies, early help, online safety, extra-familial harm and child on child abuse
  - a staff code of conduct policy that covers staff/pupil relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media
  - a behaviour policy that includes measures for bullying and harassment, including prejudice based and discriminatory bullying
  - a procedure for responding to incidents where children go missing or are absent from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.

- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.

- There is a nominated governor with responsibility for liaising with Camden on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection polices and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school/college's safeguarding and child protection policies and procedures.
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The school/college has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
- All governors and trustees will undertake safeguarding and child protection training that will equip them to provide strategic challenge and assurance that safeguarding policies, procedures and practice are effective.
- The school/college has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

3.3 Schools and headteachers/principals/senior leadership team

The head teacher/principal and/or senior leadership team will ensure that the school/college meets its statutory safeguarding duty by ensuring the following:

- All staff are aware of their role and responsibilities for safeguarding under Part 1 of the guidance *Keeping children safe in education (2026).* Keeping children safe in education 2026.
- Staff are inducted thoroughly in line with section 5.1 of the *Safer recruitment and staff conduct policy for schools and colleges* available on the schools safeguarding policies page of the CSCP website.
- All staff are able to identify those children who need extra help and can make appropriate referrals for a targeted early help service.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSFH.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social care practitioners.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the policy *Safer recruitment and staff conduct policy for schools and colleges*.
- The school/college offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body where appropriate.

3.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the school/college and to be available during school hours for staff to discuss safeguarding concerns.

The designated safeguarding lead will be a senior member of the leadership team with the appropriate status, authority and resources to carry out the role effectively.

The designated safeguarding lead will be given sufficient time, funding, training, support and administrative resources to fulfil their safeguarding responsibilities and will have direct access to senior leadership decision-making.

The school/college will ensure robust cover arrangements are in place for the

designated safeguarding lead when they are absent for any reason to ensure that safeguarding concerns can be received and acted upon without delay. This may include the use of a shared safeguarding email inbox or equivalent system.

Additional procedures

Individual schools/colleges should record how this will be managed, for example through use of a rota or special telephone number to ensure that advice from the designated lead or their deputy is available during school hours.

At La Sainte Union Catholic School, the safeguarding team is made up of two senior leaders, and two support staff. Support staff do not have a fixed timetable in the same way teaching staff do, meaning they are more accessible to pupils, staff, parents/carers and external agencies throughout the school day.

Posters of the team are displayed around the site and highlight where students and staff can find the designated safeguarding lead or deputies.

All members of the safeguarding team have access to a specific email (safeguarding@lsu.camden.sch.uk) and CPOMS throughout the school day. Staff or visitors with a concern have been informed of the following process:

SAFEGUARDING



Observe and be vigilant for potential concerns regarding staff and staff/visitors.

Priority: report ***student concerns*** to a member of the safeguarding team. This should be:

- ✓ Face-to-face first ideally, then write up on CPOMS.
- ✓ **Visitors** can request to speak to a member of the Safeguarding Team at Reception.
- ✓ If not possible, either email with title 'SAFEGUARDING CONCERN' to safeguarding@lsu.camden.sch.uk or put concern on CPOMS and tick SAFEGUARDING CONCERN, and then follow up face-to-face when you can.
- ✓ Write up should be factual and include necessary names, dates, times, and detailed report of disclosure.
- ✓ DON'T ask leading questions.

If **URGENT**, don't leave the student unattended and speak to a member of the team face-to-face straight away. Remember ***SAFE HANDS TO SAFE HANDS.***

Concerns about staff/visitors should go straight to S. Fegan. If about S. Fegan, to the Chair of Governors.

In addition to the safeguarding team, Heads of Year 12 and 13, Heads of Key Stage 3 and 4, and numerous other pastoral student facing and administrative staff have received designated safeguarding lead training to enable them to confidently identify concerns and to promote the safety and welfare of pupils to all stakeholders. They are not on the designated safeguarding team but provides an additional level of heightened awareness of safeguarding and child protection.

The designated safeguarding lead (and their deputy) will:

- liaise with and manage referrals to relevant agencies such as CSFH, the LADO, the Channel Panel, the Police and the Disclosure and Barring

Service (DBS) including keeping records of decisions made and the rationale for them;

- keep the head teacher/principal, senior leadership team and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Partnership policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them through robust induction processes;
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and safeguarding trainers via 6 weekly bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs;
- liaise with the SENDCO when considering any safeguarding action for a child with special needs;
- liaise with the school's mental health lead or CAMHS team as appropriate where safeguarding concerns are linked to mental health issues;
- raise awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes;
- liaise with the Camden Virtual School Head in order to meet the educational needs of children known to CSFH;
- liaise with the designated teacher for looked after children whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school/college, including the management of records, ensuring confidentiality, standards of recording, and referral processes;

- provide a link between the school/college and other agencies, particularly CSFH and the Camden Safeguarding Children Partnership;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years, including online safety training, identifying the early signs of child-on-child abuse and sexual violence and sexual harassment;
- ensure parents are fully aware of the school/college policies and procedures and that they are kept informed and involved;
- encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.

3.5 Working with parents and carers

The school/college recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school/college will:

- make parents aware of the school/college's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school/college policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Additional procedures

Individual schools should record any additional policies and procedures here. Schools should also be aware of the additional guidance available from the DfE on dealing with issues around parental responsibility:

Parents and carers receive numerous communications throughout the year in different formats to ensure that they are kept up to date regarding the progress and welfare of their child, and any necessary safeguarding and/or child protection updates, policies or advice/guidance.

These include but are not limited to:

- Academic review day at the start of the year where parents/carers are invited in face-to-face to discuss their child and any concerns they may have;
- Welcome letters introducing key staff and their contacts;
- Weekly family bulletins that share key information;
- Parent/carer consultation evenings where pastoral staff are on hand to share information about the support available in school;
- My child at school app sharing information about attendance, punctuality, behaviour and rewards, plus key communications such as assessment reports;
- Daily processes surrounding attendance and punctuality that include sharing information with parents (e.g. absence messages)

3.6 Multi-agency working

The school/college will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2026.

As a relevant agency under the Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, the school/college recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.

Governors, school managers and the senior leadership team will ensure these safeguarding arrangements are followed and that the school/college is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Head teacher members and/or the Camden Learning representative.

Full details of the arrangements can be found at: Camden Safeguarding Children Partnership — CSCP — New Safeguarding Arrangements

3.7 Contacting the police

In the event that a criminal offence takes place on the school/college premises or police assistance is needed to deal with incidents, the school/college will follow the guidance set out in the NSPCC guidance *When to call the police.* when-to-call-the-police--guidance-for-schools-and-colleges.pdf(npcc.police.uk)

Additional procedures

Individual schools/colleges should record here contact details of relevant officers and any agreement the school has with the borough police under the safer schools programme.

The point of contact from the local Safer Neighbourhood Team for La Sainte Union Catholic School is PC Meg Almeida Amado, Margarida.AlmeidaAmado@met.police.uk.

PC Meg Almeida Amado is an officer based on our local safer neighbourhood team and who also works with local youth partners to target anti-social behaviour (ASB), crime and exploitation. Her responsibilities with regards to working in partnership with our school include:

1. Weekly information sharing about students who have come to notice on our systems.
2. Periodic meetings with the DSL, regularity to be agreed between the school and the officer (suggest once a fortnight).
3. School attendance to discuss specific issues around ASB/crime/exploitation where they are identified whether it be with staff as part of a safety plan or strategic safeguarding approach, or with the student themselves as an intervention or debrief.
4. Investigate some offences committed on school premises, these will be allocated by our Crime Management Unit.

PC Meg Almeida Amado does not work regular hours and may be abstracted from her usual duties at any given date and time. As such she is to be contacted for partnership working that you have ongoing and to plan future meetings. Any spontaneous incidents or any crimes that have taken place must be reported to police by 999, 101 or online. Emailing our partnership officer with details of an offence or safeguarding risk may result in a delayed police response and increase risk to the young person, instead of mitigating it.

Oversight of the team is held by Tomas Luby:

Tomas Luby
Police Sergeant 458CN
PolSA 27
Specialist Community Liaison Sergeant
Central North Basic Command Unit
West Hampstead Police Station
Mobile 07721 474 523
Email Tomas.Luby@met.police.uk
Address West Hampstead Police Station, 21 Fortune Green Road, NW6 1DX

3.8 Operation Encompass

The school/college will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school/college.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

Operation Encompass is a national initiative that helps to safeguard children and young people who may have been exposed to domestic abuse. In practice, this means that if the police are called to a domestic abuse incident and a child has been present when this happened, then the police will notify the child's school/college's designated safeguarding lead. This will be done as early as possible in the morning and allow the school to silently support the child. This allows for rapid provision of support within the school environment and means that children are better safeguarded against the effects of domestic abuse.

Schools/colleges should share details of the notification with as few staff members as possible in order to keep the information confidential, and schools/colleges will need to decide on the most appropriate staff member to be informed; this may be the the form teacher, Head of Year/Key Stage or pastoral support.

If schools/colleges in Camden wish to sign up to Operation Encompass, please contact:
Elisabeth Mavin PC 1351CN
Islington Multi Agency Safeguarding Hub
222 Upper Street London N1 1XR External:
0207 527 6166
Elisabeth.C.Y.Mavin@met.police.uk
MASH mailbox: NI-PublicProtectionDesk@met.pnn.police.uk

Please note that there is no need for schools/colleges to make a referral to CSFH following a notification as the police will have already referred the case to the MASH.

4. SAFEGUARDING CHILDREN

4.1 Safeguarding duty

The school/college will carry out its duty to safeguard pupils which is:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

4.2 Family Help Service

Camden's Family Help service provides social care services for children who would benefit from extra support including:

- children with disabilities, and has certain medical conditions and additional needs, including those with special educational needs
- children with mental health needs
- young carers
- young people who are pregnant or are a parent
- children exhibiting early signs of abusive or violent or harmful behaviours
- children showing early signs of being drawn into or affected by anti-social or criminal behaviour, including gangs, organised crime or county lines
- children who frequently go missing from home, school or care;
- children who have experienced frequent removals from the classroom, multiple suspensions, on a part-time timetable or is at risk of being permanently excluded from schools, colleges and in alternative provision or a Pupil Referral Unit
- children who are misusing drugs or alcohol
- children at risk of exploitation through modern slavery and trafficking, and criminal or sexual exploitation
- children whose home circumstances presents a challenge, such as adult substance use or mental ill health or domestic abuse
- children at risk of radicalisation
- children who have a parent in prison or who are affected by parental offending
- children at risk of honour or faith-based abuse including FGM
- privately fostered children.

Staff will identify and refer children who would benefit from a Family Help service: these can be children who need a Targeted Early Help service to prevent concerns from escalating or children with more complex needs who may be children in need requiring a statutory social work service.

4.3 Referral for Family Help Services

The school/college will refer to the London Safeguarding Children thresholds and eligibility criteria to help make decisions on the child's level of need. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for a Family Help service.

Staff will act immediately to concerns by seeking the advice of the designated safeguarding lead or their deputy as they are most likely to have the most complete safeguarding overview. Following consultation, the designated safeguarding lead should decide on whether to make a referral to CSFH via the Contact Service.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.

All referrals for a Family Help service will be made for children by way of an e-CAF referral to Camden's Children and Families Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases.

Schools have a legal duty to share information to safeguard and promote the welfare of a child under the Children Act 2004. Parental consent is not required for a referral to be made but parents will be informed that a referral is being made unless this may put the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The Contact Service will inform the school/college within 1 working day of the outcome of any referral and what action CSFH will be taking. This may include any of the following:

- Carrying out a Family Help assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided

with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 5 for any child where there are concerns about significant harm and/or taking any immediate action to protect the child.
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

5. CHILD PROTECTION PROCEDURES

5.1 Role of school/college

The school/college will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children *(DfE 2026)*
- What to do if you're worried a child is being abused *(DfE2015)*
- London Safeguarding Children Procedures
- Keeping children safe in education (DfE 2026)

In line with these policies and procedures, the school/college will:

- identify those pupils where there are child protection concerns and make a referral to CSFH
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing and liaising with the allocated lead practitioner as required.

5.2 Recognition

Staff have a responsibility to identify those children who are suffering from abuse, neglect or exploitation and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.

Staff should refer to the London safeguarding children procedures for full definitions of abuse, harm and neglect. CP1. Recognising Abuse and Neglect (londonsafeguardingchildrenprocedures.co.uk)

Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can

be obtained from the MASH social worker on a no-names basis.

Concerns may be monitored over time and recorded on the monitoring/incident form shown in appendix 1. Details of any concerning incidents should also be recorded on this form.

Staff will be vigilant to specific times in the school day (for example after school) when safeguarding risks, including extra-familial harm, serious youth violence and child on child abuse, is more likely to occur, and the school will take appropriate action to reduce this harm.

5.3 Dealing with disclosures

Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Disclosure is more likely where there is a trusting relationship with the staff member, and the pupil feels safe to share information.

It is important that when staff have reason to believe a pupil is at risk of harm but there is no disclosure, they persevere, giving the pupil time and space to disclose when they feel comfortable to do so. Any concerns should be shared with the designated safeguarding lead so that advice and support can be offered on how to support the pupil to engage. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSFH;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

5.4 Referral

- Where possible, a decision on whether or not to refer a pupil to CSFH should be made by the designated safeguarding lead or their deputy

following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Children and Families Contact team practitioner. The designated safeguarding lead should be informed as soon as possible.

- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with the Contact team social worker to obtain advice on how to proceed.

- Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

- If the child already has an allocated Family Help practitioner, the referral should be made directly to them. If the child is not already known to CSFH, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.

- All referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.

- If the school/college does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with CSFH via the designated safeguarding lead.

5.5 Attendance at case conferences and core groups

The designated safeguarding lead will liaise with CSFH to ensure that all relevant information held by the school/college is provided to CSFH during the course of any child protection investigation.

The designated safeguarding lead will ensure that the school/college is

represented at child protection case conferences and core group meetings:

- where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
- failing that, the designated safeguarding lead or their deputy will attend
- if no-one from the school/college can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

5.6 Monitoring

Where a pupil is the subject of a child protection plan and the school/college has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead;
- all information will be recorded on the child protection monitoring/incident form shown in appendix 1 prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated lead practitioner if the child is removed from the school roll, excluded for any period of time or goes missing.

5.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school/college.

- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

- All information should be recorded on the safeguarding monitoring/incident form (see appendix 1) and all records should be signed and dated.

- Records should show:
  - what the concerns were;
  - what action was taken to refer on concerns or manage risk within the school/college;
  - whether any follow-up action was taken;
  - how and why decisions were made.

- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

- The monitoring/incident form must be completed;
    - whenever concerns arise or there is a serious incident **or**
    - where a child is being monitored, prior to a case conference or core group meeting.

- Child protection files must be accessed and information shared by members of staff on a "need to know" basis only.

- Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school within 5 days.

- The designated safeguarding lead may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.

- Schools should also consider whether to share information that would be relevant for the new school to carry out an assessment of risk for the pupil and others in the school, for example incidents or concerns around serious violence or harmful behaviour. The designated safeguarding lead should discuss concerns with the new school via a telephone call.

- Child protection records will only be kept until the pupil leaves the school/college and should be disposed of as confidential waste in line with the school document retention schedule.

5.8 Confidentiality and information sharing

- The school recognises its duties under the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Information sharing is vital to safeguarding and promoting the welfare of children. Staff will proactively share relevant information with appropriate professionals and agencies where necessary to safeguard children.

- All information obtained by school/college staff about a pupil will be kept confidential and will only be shared with other professionals and agencies to safeguard and promote the welfare of the child.

- Parental consent to information sharing is not required although parents

should normally be informed that a referral will be made unless this would cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to safeguard the child.

- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.

- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.

- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team practitioner.

6. HEALTH AND SAFETY AND RISK ASSESSMENTS

6.1 Responsibility for health and safety

The governing body and head teacher/principal will ensure that there is a robust health and safety policy in place to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school/college will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves. Health and safety: responsibilities and duties for schools - GOV.UK

Day-to-day responsibility for health and safety issues in the school/college will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Name: Kat Miller
Designation: Director of Operations
Contact details: kmiller1@lsu.camden.sch.uk

6.2 Risk assessments

The school/college will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;

- for all school trips;
- for pupils travelling between locations during the school day;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

6.3 Working with aggressive and violent parents/carers

Where schools are working with families who are known to CSFH and there are concerns about the behaviour of parents/carers towards members of school staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with CSFH.

If there are high levels of risk involved in contact with parents/carers, CSFH may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

6.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

- In general, occasional visitors to the school/college such as parents/carers will not be subject to DBS checks but their movement around the premises will be supervised.

- The head teacher/principal and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school/college policies.

- The head teacher/principal will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher/principal will request written confirmation that relevant checks have been carried out for that individual.

- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

- All visitors and contractors will be:
  - informed to report to reception on arrival;
  - expected to provide proof of identity;
  - expected to wear a name-badge or carry some form of identification at all times when on the school/college premises;
  - suitably supervised by school/college staff at all times;
  - made aware of school/college health and safety procedures.

6.5 Alternative education provision

- Whenever the school places a pupil with an alternative education provider, the school will remain responsible for safeguarding the pupil and will ensure that the setting meets the pupil's needs.

- The school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

- The school will carry out a further risk assessment where they have been notified of any changes to safeguarding

- The school will keep records of the expected location of any pupil attending off-site provision during the school day and carry out reviews of alternative provision on a half-term basis to ensure the pupil continues to attend, taking appropriate action where safeguarding issues arise.

- The school will ensure that any non-school alternative provision meets the national standards.

The school/college recognise that alternative provision may increase risk for vulnerable pupils and will follow the relevant government guidance: Arranging Alternative Provision - guide for LAs and schools

https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

6.6 Use of the school premises by other organisations

The school/college will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if the organisation can demonstrate it is able to keep children safe.

The governing body or proprietor will ensure:

- the schools articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide copies of child protection policies and procedures and the school/college accept these as adequate;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- the following reasonable and due diligence checks are taken out on the organisation by the school;
    - an internet search on the organisation
    - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
    - checks with Prevent Education officer (020 7974 1008)
    - checks with Camden Community Safety and the local police (020 7974 2915)
- details of the agreement are recorded on the partnership agreement record with clear provision for the circumstances under which the agreement can be terminated by the school/college for breach.

Organisations will be expected to meet the requirements set out in the Department of Education guidance below before the school/college will allow the premises to be used.

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)

Any allegations arising from incidents happening when the school is being used by another organisation should be dealt with by the school/college under the CSCP *Guidance for schools on dealing with allegations against staff and volunteers* available on the Managing allegations page of the CSCP website.

6.7 Monitoring and review

To enable the school/college to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher/principal and the board of governors will ensure that;

- all school/college policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school/college keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher/principal has an overview of all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

6.8 Safeguarding and school premises

The school will comply with statutory requirements in relation to school premises, including ensuring that pupils use toilet, changing and washing facilities designated for their biological sex, in line with safeguarding obligations.

The school will ensure that single sex toilets are available for children aged 8 and over and pupils will not be allowed into toilets designated for the opposite sex.

Where a child who has made a request for social transitioning and does not want to use their designated toilet, the school will look at providing alternative facilities such as a designated individual toilet when dealing with the request in order to preserve the safety, dignity and privacy of all pupils.

The school will ensure that suitable single sex changing rooms and showers are available for children aged 11 and above and pupils will not be allowed to use facilities designated for the opposite sex. Where a child who has made a request for social transitioning (see B10) and does not want to use their designated facility, the school will look at providing alternative for changing and washing when dealing with the request in order to preserve the safety, dignity and privacy of all pupils.

PART 8: ADDITIONAL SAFEGUARDING POLICIES AND PROCEDURES

B1. CHILDREN WHO ARE MISSING OR ABSENT FROM EDUCATION OF HOME EDUCATED

The school/college will ensure there are clear safeguarding systems in place to respond to children who are absent from education, particularly on repeated occasions or for prolonged periods, recognising this as a potential indicator of safeguarding risk.

Schools need to be aware of those children who are persistently absent or missing from school and be aware of the link between being missing from school and safeguarding concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school.

Schools should refer to the following policies:

- *Camden's* Children missing from education policy available on the schools safeguarding page of the CSCP website.
- CSCP missing children protocol available on the Missing children page of the CSCP website.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- *The ACOS service must be notified of all decisions.*
- *If the child is already known to CSFH, their allocated lead practitioner should be notified immediately.*
- *If the child is not known to CSFH, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to CSFH.*

B2. CHILD ON CHILD ABUSE

The school/college recognises that child on child abuse is a safeguarding issue for both victim and perpetrator and will take steps to intervene early to prevent children from behaving abusively. The school/college will ensure that all staff are aware of child-on-child abuse and know what action to take when a pupil's behaviour is likely to cause harm to other pupils.

All incidents of child-on-child abuse will be dealt with under the *Child on child and sexual violence and harassment guidance for schools and colleges* available on the schools safeguarding page of the CSCP website.

Additional policies
Individual schools should record any additional policies or procedures here

- Anti-bullying Policy
- Behaviour Policy and Statement of Behaviour Principles

B3. HARMFUL SEXUAL BEHAVIOUR, SEXUAL VIOLENCE AND HARRASSMENT

The school/college recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.

All incidents involving sexual violence or sexual harassment between pupils will be dealt with under the *Child on child and sexual violence and harassment guidance for schools and colleges* guidance and the *Harmful sexual behaviour* protocol available on the CSCP website.

Additional procedures
Individual schools should record any additional procedures here or refer to any separate policies.

- Anti-bullying Policy
- Behaviour Policy and Statement of Behaviour Principles

B4. PREVENTING CHILDREN FROM BEING DRAWN INTO RADICALISATION AND TERRORISM

The school/college have a duty to work in partnership to safeguard children from being drawn into radicalisation and terrorism. This is set out in the *Prevent Duty guidance 2023.*

The school/college will follow the DfE guidance on the above areas. This includes carrying out a risk assessment to ensure that activity is focused on the types of risks that are being seen in school. The DfE sample 'risk assessment' template may be used if desired.

The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK

The school/college will follow the guidance set out in the CSCP guidance "Safeguarding children and young people from radicalisation and extremism" where:

- a school/college has concerns that a young person might developing an extremist ideologies or mindset and/or may be being radicalised and would benefit from specialist support, or

- that a child may be at risk due to a household or family member's radicalisation.

Schools should also be aware of any child who may be fixated on violence or considering mass violence even where it does not seem to be linked to a specific ideology as a concern which may benefit from Prevent support/advice.

The *Radicalisation and extremism* guidance is available on the CSCP website.

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation these concerns should be shared with the designated safeguarding lead and a decision taken as to whether concerns need to be raised with CSFH for a referral under the Prevent duty for support from the Channel Panel.

Prior to making a referral the school may also speak to and get advice from Camden's Programme Manager; safeguarding against radicalisation (Jane Murphy, jane.murphy@camden.gov.uk or call 020 7974 1008).

B5. MANDATORY REPORTING OF FEMALE GENITAL MUTILATION

The school/college will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:
Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK

Where a pupil makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCP guidance available on the CSCP FGM webpage.

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

B6. ONLINE SAFETY

As part of its duty to provide a safe learning environment and ensure pupils are taught how to remain safe online, the school/college will implement the recommendations of *Camden's model schools online policy* available on the schools safeguarding policies page of the CSCP website.

B7. LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN AND CARE LEAVERS

The school/college recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their

pre-care experiences.

The school/college's designated teacher for looked after children and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

Additional procedures
Individual schools should record any additional procedures here or refer to any separate policies

Schools and colleges should be aware of the duty to promote the education of previously looked after children; these are defined as children who have left the care system as a result of adoption or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

Schools and colleges should also consider the potential vulnerability of relevant children; these are children who under the Leaving Care Act are children who are aged 16-17 and who were but are no longer looked after.

Many looked after young people in Camden who are aged 16 and 17 who remain looked after may be living in semi-independent accommodation and are particularly vulnerable to a wide range of safeguarding issues and it is imperative that the designated safeguarding lead links with the designated CLA teacher where safeguarding concerns are raised.

B8. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES SEND

The school/college is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school/college will follow the CSCP guidance *Safeguarding children with disabilities* available on the CSCP website.

Where there are concerns about abuse involving a pupil with SEND, the designated safeguarding lead will liaise with the SENDCO. The school/college will consider extra pastoral support for pupils with SEND including extra help in supporting communication.

Additional procedures
Individual schools should record any additional procedures here or refer to any separate policies.

Policies:

- Anti-bullying Policy
- Behaviour Policy and Statement of Behaviour Principles
- SEND Information Report
- Special Educational Needs and Disability Policy

La Sainte Union Catholic School is:

- Trauma informed school.
- Autism aware school.

We work closely with Camden Educational Psychology Service.

B9. SAFEGUARDING VULNERABLE GROUPS

The school/college is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Family Help Services or other agencies in order to overcome problems or keep them safe.

The school/college will adhere to the following policies in order to respond to the needs of these vulnerable groups.

a. Children who have an allocated Family Help practitioner

The school/college recognises that children who are receiving a service from Family Help and who are subject to a Family Help plan or child protection plan are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.

CSFH practitioners will inform schools whenever a child is receiving a service, and the designated safeguarding lead will keep a record of all pupils who have an allocated Family Help practitioner and children who are living in kinship arrangements.

The school/college and will work in partnership with social care practitioners and the Camden Virtual school head to implement the child's plan in order to support their education and safeguard and promote their welfare. A representative of the school who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff, or a written report will be provided for meetings.

The designated safeguarding lead will maintain awareness of children who need a

social worker and children living in kinship arrangements and ensure this information informs safeguarding, attendance and welfare decisions.**Children at risk of forced marriage**

Forced marriage - Detailed guidance - GOV.UK

b. Domestic abuse and/or sexual violence

Staff should be aware of the Domestic Abuse Act 2021 and have knowledge of the nature of domestic abuse and the harm it may cause to children who witness incidents, who are now considered to be victims of domestic abuse in their own right. For more details, please refer to the CSCP guidance available on the CSCP domestic abuse webpage.

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support. Schools and colleges should also be aware that the definition of domestic abuse now includes victims aged 16 and 17 years old who are experiencing abuse within their own intimate relationships and that these victims should be referred to Camden Safety Net for a service in their own right.*

c. Privately fostered children

https://cscp.org.uk/resources/private-fostering-resources/

*Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice*.

d. Young carers

The school/college is aware of the impact of caring responsibilities can potentially have on children's attendance, attainment and well-being and will take steps to ensure young carers are identified and supported.

https://cscp.org.uk/resources/young-carers/

If schools have concerns about a pupil they believe to be a young carer, they can contact the MASH on 020 7974 3317 for advice and can refer the pupil on for services and support. Camden also commissions services and support from the Children's Society; for more information see: young-carers-icyc-leaflet.pdf

e. Pupils who are lesbian, gay, bi or trans (LGBT) or gender questioning

The school recognises that LGBT pupils, or pupils who are perceived to be LGBT, may be more vulnerable to bullying, harassment and victimisation and may find it difficult to disclose to staff due to a lack of trust in adults. The school/college will provide safe spaces and opportunities for LGBT pupils to raise concerns and will ensure that LBGT inclusion is part of the sex and relationships curriculum.

The school will take appropriate action against homophobic behaviour and use appropriate sanctions.

The school will exercise caution with regard to children who are questioning their gender. They will take into consideration any guidance issued by the Government, the complexity of the child's situation and the possibility that they may have additional needs and vulnerabilities, whilst also having regard for their safeguarding responsibilities. The school will work in partnership with parents/carers and the child to explore how to best meet the child's needs (unless this would put the child at risk of harm) and support them to seek timely and appropriate clinical advice.

The school/college will maintain written records of decisions and support arrangements for gender-questioning children and review arrangements regularly

Relevant staff must be aware of a child's biological sex where required for safeguarding purposes

Schools should have policies in place that set out the process for dealing with with requests for social transitioning from pupils or their parents and the policy should cover all the points set out in paragraphs 245 – 275 of Keeping children safe in education. The school should not take unilateral action in respect of gender questioning children in general but only respond to requests from pupils and parents.

When considering a request to take part in a single sex sport that involves safety concerns the school must make the decision based on the general principles relating to decisions on social transitioning, including the safety and welfare of the pupil making the request and other pupils who may be affected.

When considering requests, schools should have regard for the regulations on toilets and changing rooms; please see section 6.8 for further details.

B.10 EXTRA-FAMILIAL HARM AND EXPLOITATION

The school/college is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times.

Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the home and that has put a pupil at risk, staff will discuss the matter with the designated safeguarding lead and consider the level and nature of the risk before making decisions on referrals.

Young people experience physical, cognitive and emotional changes during adolescence and will grow more independent, spending more time away from home. They may pursue risky behaviours and as a result, they may face heightened risk from safeguarding threats outside of the home.

These threats may be from within the community, from other pupils at school/college or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision.

Sources of harm and exploitation can include:

- *child sexual exploitation*
- *child criminal exploitation including county lines*
- *modern slavery and trafficking*
- *gang activity and youth violence*
- *radicalisation.*

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence. They may also be moved into the UK or around other towns and cities in the UK to facilitate their exploitation. The exploitation of the young person is a form of modern slavery and their forced movement is trafficking, both of which are criminal offences.

Factors such as substance misuse and periods of going missing from home or school can also add to young people's vulnerability to extra-familial harm and are often indications that exploitation may be taking place.

The school/college will adhere to the CSCP guidance *Extra-familial harm and child exploitation* available on the CSCP website whenever there are concerns that young people are at risk from extra-familial harm or exploitation.

Criminal exploitation occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act.

Examples of criminal exploitation are:

- *county lines*
- *benefit fraud*
- *forced theft*
- *forced begging*
- *cannabis cultivation*
- *money mule (where the young person's bank account is used by others for money laundering).*

County lines is the most common form of criminal exploitation in Camden and describes when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people have dedicated mobile phone 'lines' for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest.

Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection.

It should be noted by staff that children who are criminally or sexually exploited or trafficked are not giving informed consent and consequently should be considered a victim rather than a criminal. Young people who are criminally exploited are also at increased risk of experiencing sexual exploitation.

a. Young people at risk from gang activity and serious violence

The school/college will take all necessary measures to safeguard pupils from the threat of serious violence in all forms, from possession of weapons to physical violence and threats of violence by pupils towards peers.

Staff will be alert to any signs that a pupil is involved in serious violence or otherwise poses a risk to peers and the school will work to reduce any risk including the use of suspension or permanent exclusion as appropriate.

Staff will be alert to indicators of serious violence, including possession or use of weapons, peer conflict, criminal exploitation, changes in friendship groups, unexplained injuries, poor attendance and declining educational performance. Concerns will be referred immediately to the designated safeguarding lead.

The school/college will work to prevent serious violence through the PHSE programme to ensure a safe learning environment.

b. Children who run away/go missing

https://cscp.org.uk/resources/missing-children-from-home-and-care/

Schools/colleges should also be aware that many of these forms of risk and exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking.

The school/college recognises that children who go missing from home or school are at an increased risk of being groomed for and becoming a victim of child exploitation.

B11. CHILDREN AND YOUNG PEOPLE EXPERIENCING MENTAL HEALTH ISSUES

The school/college recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education and may lead to safeguarding concerns.

The school/college is party to the multi-agency protocol on children and young people's mental health available on the CSCP website and will carry out its responsibilities under that protocol where there are concerns about a pupil's mental and emotional wellbeing.

The school/college will ensure that staff have an understanding of trauma informed practice and its link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help.

Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the designated safeguarding lead to agree any actions to be taken.

The school/college will ensure that staff are teaching about mental well-being (as part of the statutory Health Education) to promote good mental health and help reduce the stigma attached to mental and emotional problems and ensure pupils know how to keep themselves mentally healthy and know how to seek support.

The school/college will also ensure early identification of pupils who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed.

The school/college will take account of the government guidance *Mental health and behaviour in schools.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/

attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Additional procedures

Indicators of mental health difficulties that staff should be aware of include significant changes in behaviour, sleep difficulties, social withdrawal, signs of self-harm and suicidal ideation.

Schools can also find further information from the following website: Targeted support: guidance and hub : Mentally Healthy Schools

La Sainte Union has a strong pastoral support structure which includes the following staff.

- Besa Sejdiu, Student Support and Well-being Manager (maternity leave)
- Edwige Kisimbila, Student Support and Well-being Manager (maternity cover)
- Corinne Cole, Student Support and Well-being Officer (maternity cover)
- Numerous staff with ELSA training
- Ready to Learn Zone complete with support staff who can work with pupils to remove barriers to their holistic success
- Debbie DiZazzo, Pupil Welfare Officer
- Natalia Watts, School Counsellor
- CAMHS Mental Health Support Team

B12. OTHER RELEVANT SAFEGUARDING POLICIES

Schools can access guidance on the following policies at www.nspcc.org.uk and Department for Education - GOV.UK

1 . *Alternative provision*
https://www.gov.uk/government/publications/alternative-provision

2. Anti-discrimination & harassment

3. Attendance:
https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance

4. *Behaviour and discipline*
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

5. *Bullying (including cyberbullying)*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

6. *Children missing from school:*
https://www.gov.uk/government/uploads/system/uploa

ds/attachment_data/file/268987/cme_guidance.pdf - link does not work

7. Complaints

8. Drugs/substance misuse:
Drugs: advice for schools Publications - GOV.UK

9. Educational visits

10. Equality and diversity Exclusion of pupils:
https://www.gov.uk/government/publications/school-exclusion

11. Fabricated or induced illness:
https://www.londoncp.co.uk/fab_ind_ill.html - link is not secure

12. Faith abuse: https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

13. First aid and administration of medicines

14. Supporting children with medical conditions:
Supporting pupils at school with medical conditions - Publications - GOV.UK

15. Mental health
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

16. Physical intervention
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-advice_for_headteachers_staff_and_governing_bodies__-_final_july_2013_001.pdf

17. Private fostering

18. Promoting British values/Radicalisation and violent extremism: Promoting fundamental British values through SMSC - Publications - GOV.UK

19. SRE: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education - link does not work

20.	*Sexting:https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people*
21.	*Gender-based violence/teenage relationship abuse*
22.	*Trafficking https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf*
23.	*Health and safety: https://www.gov.uk/government/collections/health-and-safety-in-schools*

Appendix 1: Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: □ monitoring due to concerns □ subject to child protection plan

Concerns/risks

Attendance and punctuality
Periods of exclusion (including dates) Contact with
parents/family
Health and physical appearance
Behaviour and emotional presentation (including any sexualised behaviour)
Concerning incidents
Peer relationships
Academic performance and achievement

Views of child and parents

Outcomes of monitoring

□ continue monitoring □ carry out CAF □ referral to CSFH
□ referral to health services □ referral for education support services
□ referral for behavioural support □ referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Appendix 2: **Legal duties**

Human Rights Act 1998

The Human Rights Act 1998 sets out an individual's rights and freedoms under the European Convention and public organisations such as schools must ensure that these rights and freedoms are protected whenever decisions are being made about an individual pupil. The relevant rights are:

- Right to an education (Article 2)
- Right to freedom from inhuman and degrading treatment (Article 3); this is an absolute right that cannot be limited in any way
- Right to respect for privacy and family life (Article 8); this is a qualified right which must be balanced against the rights of others.

Any form of (sexual) harassment, violence or abuse may be a breach of these rights.

Equality Act 2010

The Equality Act states that public organisations such as schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. This means schools must consider whether they are affording the same level of safeguarding to pupils with these protected characteristics as all other pupils.

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see:
Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Equality Duty

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.
For more information please see: Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

Appendix 3: **Schools safeguarding checklist**

To be used by the head teacher and governors to carry out an assessment of the school's safeguarding framework

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection, behaviour management and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and bullying policies			
There are agreed local procedures in place for making referrals to CSFH where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
The school and governing body is aware of duties under the Human Rights Act 1998 and the Equality Act 2010			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			

The school promotes a multi-agency approach to safeguarding and child protection in line with *Working together* and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The school is represented on the Camden Safeguarding Children Partnership			
The school has taken steps to implement Operation Encompass and have a process for dealing with police notifications of domestic abuse incidents			

The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships in line with the new statutory duty to provide relationships and sex education.			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness; efforts are made to reduce the use of physical intervention and restraint for vulnerable children.			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting, upskirting and inappropriate language			
The school has effective policies for dealing with sexual violence and sexual harassment between pupils			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a child on child abuse policy dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website;			
Staff knowledge and safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
Staff are aware of the safeguarding culture of the school and their role in challenging inappropriate behaviour and language and being vigilant to child on child abuse			
All staff and governors have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Camden's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at			

risk of harm and those who may be vulnerable to harm including LGBT children, those with social workers, those with SEND			
All staff know what action to take to refer children appropriately to CSFH where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSFH in known cases of FGM			
All staff are aware of extra-familial harm and the indicators that a pupil may be at risk from harm within the community, particularly through criminal and sexual exploitation, and know what action to take to refer the pupil on for safeguarding			
All staff are aware of what actions to take when a child goes missing or absent from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Camden where a child is removed from the school roll in line with the local *Children missing from school* policy			
All staff are aware of how harm, abuse, neglect and trauma can impact on pupil's mental wellbeing and can recognise those pupils who need help with their mental health; all staff know what actions to take to signpost or refer pupils who need a mental health service.			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			

The school has a single central record providing details of when and by whom the following checks on candidates were taken out: • Identity checks • DBS/barred list checks • Prohibition from teaching/section 128 checks • Appropriate checks with oversees organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check • Checks on individual's social media accounts			

The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school, .Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board or senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO for all staff subject to allegations, including supply staff			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			
The school/college has a system in place to deal with low-level concerns about staff that do not reach the threshold to be dealt with under the allegations procedures and how to seek advice from the LADO where it is not clear if the threshold has been reached			

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