

Safeguarding and Child Protection Policy and Procedures

*"Safeguarding and promoting the welfare of children is **everyone's** responsibility. 'Children' includes everyone under the age of 18. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider at all times, what is in the **best interests** of the child".*
(Keeping Children Safe in Education – DfE, September 2026)

Approved by the Governing Board on 23 September 2026

To be reviewed by the Governing Board in Autumn 2027 or earlier if required by legislation/guidance

Named staff with specific child protection responsibilities

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Key local contacts

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	**'Golden Number': 020 8901 2690** Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: **020 8424 0999**
Police	101 or for immediate emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via **MASH/Golden Number** LADO: Lado@harrow.gov.uk
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures (& links to Pan London procedures), guidance and Training: Harrow Safeguarding Children Board	www.harrowlscb.co.uk
NSPCC Report Abuse in Education NSPCC	**0800 800 5000** **0800 136 663**
Childline	**0800 1111**
Government's Whistleblowing Service via NSPCC Report Line	**0800 028 0285**
Forced Marriage Unit	Tel: **020 7008 0151** From overseas: +44 (0)20 7008 0151 (Mon – Fri 9am-5pm) Out of hours: 020 7008 1500 (ask for the Global Response Centre) Email: fmu@fco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: **020 7340 7264** counterextremism@education.gsi.gov.uk
Disclosure and Barring Service	Tel: **03000 200 190** Email: customerservices@dbs.gov.uk
Teaching Regulation Authority	Tel: **020 7593 5393** Email: misconduct.teacher@eduction.gov.uk

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1. POLICY STATEMENTS AND AIMS

At Hillview Nursery School we recognise our moral and statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of Education Act 2002.

This Safeguarding and Child Protection Policy sets out how we discharge our statutory responsibilities in line with Keeping Children Safe in Education (KCSIE), Early Years Framework, Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Harrow Safeguarding Children Partnership (HSCP). It forms part of a suite of policies and procedures developed and operated by the school with a view to safeguarding and promoting welfare of children in the broadest meaning, namely:

- 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 the impairment of children's mental and physical 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.

Therefore, this policy should be read in conjunction with the Safer Recruitment Policy, Code of Conduct/Staff Behaviour Policy, Health and Safety Policy, Behaviour and Anti-Bullying Policy, Special Educational Needs and Disabilities Policy, British Values Policy, Whistleblowing Policy, ICT Acceptable Usage Policy, Mobile Phone Policy, Online Safety Policy and Part Five of KCSIE 2026, copies of which will be provided to all staff on induction.

This policy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare and there is consistent good practice across the school;
- Staff, parents, volunteers and governors are aware about our responsibilities for safeguarding children;
- Staff are properly trained in recognising and reporting safeguarding

We are committed to keep children safe regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity through a child-centred and coordinated approach. This means that we have adopted a culture of vigilance and maintain an attitude of '**it could happen here**' while considering, at all times, what is in the best interests of a child and acknowledging a child's diverse circumstances.

We recognise that some children may be particularly vulnerable to prejudice-based harm, racism, faith-based discrimination, sexism, misogyny, misandry, discriminatory bullying and other forms of discriminatory abuse. Such experiences may significantly affect a child's welfare, mental health, emotional wellbeing and educational outcomes and will be considered within safeguarding practice.

We also recognise that young carers may experience additional vulnerabilities and may require early support to safeguard their wellbeing and educational progress.

We make every effort to keep children safe by creating an atmosphere of trust, where both children and adults feel secure. The **Key Person approach** means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly and we will act accordingly. We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

We understand the importance of listening to children and taking account their needs, wishes and feelings, monitoring behaviour, recording, holding, using and sharing information effectively at school level, with Harrow Children's Social Care & Multi Agency Safeguarding Hub (hereinafter MASH) and the police on a need-to-know basis. We also aim to teach children how to be safe at home, in the street or when using the Internet. We will block unsuitable Internet sites and maintain a 'safe use of the Internet' agreement with children and parents.

We will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See our Safer Recruitment Procedures);
- aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead (DSL), sharing information with other professionals and supporting children and families through Universal Services, Community-based Early Help and targeted Family Help. Staff will be aware of local Family Help pathways and referral arrangements. Early intervention is particularly important where emerging needs may impact a child's safety, welfare, health, development or educational outcomes. See Harrow's Early Help Family Support;
- establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern;
- require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document;
- where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention;
- ensure that children who have been abused or neglected will be supported in line with a child protection plan;
- work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and when we may need to refer concerns to other agencies;
- include opportunities across the curriculum for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help; we also aim to teach children how to be safe at home, in the street or when using the Internet.

It is important for children to **receive the right help at the right time** to address risks and prevent issues escalating. Research and serious case review have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information or sharing information too slowly;
- lack of challenge to those who appear not to be taking action.

Contextual Safeguarding

We believe that safeguarding and promoting the welfare is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in identifying concerns, sharing information and taking prompt action.

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. **Contextual Safeguarding** expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For further information see Durham University Contextual Safeguarding.

Our policy applies to all staff; this term refers to all those working for or on behalf of the school, temporary or permanent, in either paid or voluntary capacity, including governors. Concerned parents/carers may also

contact the school and its governors. Parents are asked to report any injuries that happen to their child outside the school.

This policy is available publicly either via the school website or upon request.

2. STATUTORY FRAMEWORK

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE), in the section 3 of Early years foundation stage (EYFS) statutory framework - and Working Together to Safeguard Children, as well as on departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners, Mental health and behaviour in Schools and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (Harrow Council, Police and integrated Care Board).

This policy is also based on the following legislation:

- 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 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
- 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
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers
- Human Rights Act 1998 , which can be breached in case of harassment, violence or abuse
- Equality Act 2010, under which schools should carefully consider how they are supporting their pupils and students regarding particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

The school also complies with the requirements of the Data (Use and Access) Act 2025, the Data Protection Act 2018 and UK GDPR when collecting, storing and sharing safeguarding information.

We require that all staff will have read and understood this child protection and safeguarding policy and their responsibility to implement it. We require that all staff, including those who do not work directly with children, have read and understood Part One of Keeping Children Safe in Education 2026 in full and those who work directly with children should also read Annex A. We ensure that governors and senior leaders have read and understood Parts One and Two of KCSIE 2026.

We are aware of our duty to "have due regard to the need to prevent people being drawn into terrorism", under the Counterterrorism and Security Act, 2015.

We are also aware that there is a mandatory reporting duty regarding known cases of female genital mutilation (FGM) under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious crime Act).

In accordance with statutory guidance, Working Together to Safeguard Children 2023, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have equal and joint duty for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. Hillview Nursery School is a relevant agency with the Harrow Safeguarding Children Partnership (HSCP) and committed to work in accordance with the multi-agency procedures developed by the HSCP which can be found on their website at Harrow Safeguarding Children Partnership.

3. 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. However, 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.

4. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility.

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. It also applies to extended school and off-site activities.

However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy.

4.1 Role of the Governing Board

The Governing Board has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation.

The Governing Board has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare. They will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

The Governing Board will facilitate a whole-school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant

aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

This whole-school approach will be fully inclusive and developed with specific reference to the developmental needs of children under 5, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- How to recognise an abusive relationship, including coercive and controlling behaviour
- Body confidence and self-esteem
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The Governing Board will ensure appropriate filtering and monitoring systems are in place to safeguard children when accessing school systems and technology. These systems will be reviewed at least annually by the member of the senior leadership team responsible for filtering and monitoring, supported by the Designated Safeguarding Lead and technical support staff where appropriate. Records of reviews, testing and actions taken will be retained.

The Governing Board will promote an inclusive and anti-discriminatory culture in which discrimination, racism, faith-based prejudice, misogyny, misandry, derogatory behaviour or other forms of physical violence and conflict. Governors will seek assurance that safeguarding arrangements are effective, that safeguarding is embedded throughout the school and that all children feel safe, respected and included within the school community.

The Governing Board will also ensure that:

1. The Safeguarding and Child Protection Policy and procedures are in place and embedded, and the policy is made available to parents on the school website (www.hillviewnurseryschool.co.uk). The Governing Board will approve this policy at each annual review, ensure it complies with the law and hold the Headteachers to account for its implementation.
2. The school contributes to multi-agency working in line with statutory guidance "Working Together to Safeguard Children" and that the school's safeguarding arrangements consider the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.
3. The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers (see the school's "Safer Recruitment" policy for further information) and that there are procedures for dealing with **any** safeguarding allegation made against, or low-level concern (see Appendix 2) involving. members of staff, volunteers or other adults who are in contact with children in the school.
4. Members of the school's senior management team who are designated to take **lead responsibility** for dealing with child protection (the Designated Safeguarding Lead team- DSL team), which should not be delegated.
5. The DSL team undertake training, in addition to basic child protection (including online safety, which amongst other things includes an understanding of the filtering and monitoring systems in place), and have refresher training annually as well as knowledge and skills updates (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to the role.
6. All other staff working with the children undertake appropriate safeguarding and child protection training, including online safety (to the standards agreed by HSCP).
7. Temporary staff and volunteers who work with the children are made aware of the school's arrangements for child protection and their responsibilities. New staff joining the school will receive child protection training as part of their induction programme.

8. Safeguarding training arrangements will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils
9. Staff understand the process and principles for sharing information, including the Data (Use and Access) Act 2025, Data Protection Act and GDPR 2018.
10. All governors will read "Keeping Children Safe in Education" and receive appropriate safeguarding and child protection training regularly.
11. Governors will understand and seek assurance about their strategic safeguarding responsibilities, including online safety, filtering and monitoring, safer recruitment, child-on-child abuse, low-level concerns, safeguarding culture, information security, access controls, mobile phone expectations and the safe use of generative AI.
12. Any deficiencies or weaknesses brought to the attention of the Governing Board are addressed without delay and rectified.
13. The Chair of Governors (or, in absence of the Chair, the Vice Chair) deals with any allegations of abuse made against the Headteachers/DSL, in liaison with the Local Authority.
14. Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
15. There is a **designated Looked After Children LAC teacher** and staff have awareness of this group and their needs including contact arrangements.
16. There is a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues. This governor will meet termly with the Designated Safeguarding Lead.

4.2 Role of the Headteacher/Designated Safeguarding Lead (DSL) team

In our school, the Designated Safeguarding Lead (DSL) team plays a vital role in ensuring that all children at the nursery are safe, protected, and supported to achieve the best possible outcomes. The DSL team leads on all safeguarding and child protection matters, (including online safety and understanding the filtering and monitoring systems and processes in place) providing guidance and support to staff, monitoring the welfare of children, and ensuring that concerns are identified and acted upon promptly. They work closely with families, external agencies, and professionals to secure appropriate support for children who may be vulnerable or at risk. The team is responsible for maintaining accurate safeguarding records, ensuring compliance with statutory requirements such as the EYFS and Keeping Children Safe in Education (KCSIE), delivering safeguarding training, and promoting a strong culture of vigilance where the welfare of every child is everyone's responsibility. Through proactive leadership and collaborative working, the DSL team helps to create a safe, nurturing, and inclusive environment in which all children can thrive.

The DSL team will ensure that:

1. The school's policies and procedures for Safeguarding and Child Protection are fully implemented and followed by all staff. Part One of KCSIE 2026 is read in full and understood by staff; relevant staffing ratios are met and each child in the Early Years Foundation Stage is assigned a key person.
2. Sufficient resources and time are allocated to enable the DSL team and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings.
3. All staff and volunteers feel able to raise concerns about poor and unsafe practices regarding children, and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
4. All staff are made aware of the DSL team.
5. They receive refresher training at two-yearly intervals to keep their knowledge and skills up to date.
6. All staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively which is kept up to date by refresher training every two years, and receive current safeguarding information at regular intervals, but at least annually.

7. New staff receive a Safeguarding Children induction within 7 working days of commencement of their contract. Temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
8. The school operates within the legislative framework and recommended guidance.
9. All staff and volunteers are aware of the Harrow Multi-Agency safeguarding procedures and any other relevant local guidance., and effective working relationships are developed with other agencies and services.
10. The most appropriate course of action is given and whether the concerns should be referred to MASH – refer to Harrow Thresholds Guidance. If it is decided to make a referral to MASH a parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing.
11. The DSL will provide guidance on the appropriate action. Options will include:
    - Managing any support for the child internally via the school's own pastoral support processes;
    - Support through universal services, community-based Early Help Family Support, including an assessment or plan where appropriate; or
    - A referral for statutory services e.g. the child might be in need, is in need or suffering or likely to suffer harm.
12. Accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely, should the child transfer to a new provision, in line with relevant data protection legislation and regulations (Data (Use and Access) Act 2025, Data Protection Act 2018 and UK GDPR).
13. The school attends Child Protection Conferences and contributes to the decision making and delivery of actions planned to safeguard the child.
14. The school effectively monitors children about whom there are safeguarding concerns, as we recognise concerns tend to grow and may be apparent before someone makes an allegation (KCSIE). The school will notify MASH when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
15. Guidance is provided to parents, children and staff about obtaining suitable support.
16. Parents are aware of the safeguarding procedures used and relevant policies.
17. Hillview Nursery School maintains robust safeguarding systems and communication channel as well as cover arrangements through the Designated Safeguarding Lead team, including shared safeguarding systems and records, to ensure concerns are received, reviewed and acted upon.
18. During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns, as well as for any out of hours/out of term time activities.

4.3 Role of the staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff at Hillview School will be aware of:

1. The school's systems which support safeguarding, including this Safeguarding and Child Protection Policy and Procedures, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) team, the behaviour policy, and the safeguarding response to children who go missing from education.
2. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
3. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation. Prejudice-based harm, discriminatory abuse, racism, faith-based prejudice and sexist behaviours that may affect a child's welfare and mental health. Such concerns should be reported and recorded in accordance with safeguarding procedures.
4. The process for making referrals to MASH and for statutory assessments - including the role they might be expected to play in such assessments - under the Children Act 1989 that may follow a

referral, in particular under section 47 (a child suffering, or likely to suffer, significant harm), as well as under Section 31 (care and supervision orders), and Section 20 (duty to accommodate a child)

5. The Early Help Family Support process and their role within it for all services, at both Local Authority (Early Help Family Support – Harrow's Family Hub Network – London Borough of Harrow) and school level, including the level of need, for when a case should be referred to Family Help support and services provided at:
    - Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
    - Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

    In some cases, staff may be asked to act as the lead professional in undertaking an Early Help Family Support assessment. (see Section 5: School Procedures –Early Help Family Support assessment).
6. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
7. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.
8. Prejudice-based harm, discriminatory abuse, racism, faith-based prejudice and sexist behaviours that may affect a child's welfare and mental health. Such concerns should be reported and recorded in accordance with safeguarding procedures.

Section 5 of this policy in more detail how staff are supported to do this.

5. SCHOOL PROCEDURES

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors. This includes the use of appropriate forms of online communication directly from staff to parents, to contact parents. We use Zoom and WhatsApp for these purposes. Staff must not use social media (Facebook, Twitter etc) to contact individual parents or families.

5.1 If a child is suffering or likely to suffer from harm, or in immediate danger

If a child is in immediate danger or is at risk of harm, the **MASH Golden Number must immediately be called** and then the MASH Referral **must be submitted and/or the police immediately**. **Anybody can make a referral**. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

If a member of staff disagrees about the level of concern and feels that a child has not been protected, any member of staff can make a direct referral to MASH – refer to HSCP Guidance on Multi Agency Resolution of Professional Disagreements.

Within one working day of a referral being made, MASH should acknowledge receipt to the referrer and decide about the next steps and the type of response that is required. The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL as required).
If, after a referral, the child's situation does not appear to be improving, the referrer should consider following the HSPC Guidance om Multi-Agency Resolution of Professional Disagreements to ensure that their concerns are addressed and, most importantly, that the child's situation improves.

5.2 If a child makes a disclosure

If a child discloses a safeguarding issue to you, you should:

- Stay calm and listen carefully.

- Accept what is being said.
- Allow them time to talk freely - do not interrupt or put words in the child/young person's mouth.
- Only ask questions when necessary to clarify, do not investigate or ask leading questions. Interventions need to be along the lines of: "Tell me how it happened…"/"Would you like to tell me anything more?"/"Go on… "Well done, you're doing well".
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Reassure them that what has happened is not their fault.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to MASH and/or the police directly (see 5.1), and tell the DSL as soon as possible that you have done so.
- Acknowledge your own feelings and if you feel it necessary, seek help in dealing with your own stress and discuss this with the DSL.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, considering any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached or may be a child in need. If the DSL is unsure whether the threshold has been met, they will contact the MASH Golden Number for advice. Where appropriate, the DSL will complete and submit the online MASH referral form.

5.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 1.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **child** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve MASH as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **child** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a child is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

5.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from MASH. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to MASH directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early Help Family Support

Hillview Nursery School recognises that very young children and their families should receive the right help at the right time. In line with KCSIE 2026, Working Together to Safeguard Children and the Early Years Foundation Stage safeguarding and welfare requirements, safeguarding includes providing early support as soon as needs or worries begin to emerge.

In our school, Early Help Family Support may relate to a child's health, development, communication, attendance, behaviour, emotional wellbeing, family circumstances, parental capacity or wider support needs. Early Help Family Support is part of Harrow's continuum of support and may include universal services, community-based early help or targeted family help, depending on the child's needs and local threshold guidance.

All staff, including each child's key person, are expected to notice and respond to emerging needs at the earliest opportunity. Staff know the children well through daily care routines, observations, play, communication with parents and carers, and monitoring of attendance, presentation and development. Concerns may include changes in behaviour, play, sleep, eating, toileting, speech and language, social interaction, physical development, emotional regulation, hygiene, attendance or parental engagement. Staff must record concerns promptly, share them with the Designated Safeguarding Lead (DSL) or alternate, and must not assume that another professional will take action. If the DSL is unavailable, this must not delay appropriate action; staff should speak to a deputy DSL, a member of the senior leadership team, seek advice from Harrow MASH or make a referral directly where required.

The DSL will consider, with parents and carers where appropriate, what support would best meet the child's needs. This may include nursery-based support, additional observation and assessment, support from the SENCO, speech and language support, health visitor or school nursing input, parenting support, attendance support, family support, signposting to local services, or a coordinated multi-agency Early Help Family Support assessment and plan. Support will be child-centred, family-focused, strengths-based and proportionate. It will take account of the child's age, stage of development, communication needs, lived experience, wishes and feelings as far as these can be understood, and what is in the child's best interests.

Where an Early Help Family Support assessment or plan is appropriate, the DSL will normally coordinate the nursery's contribution and liaise with parents, carers and relevant professionals. The child's key person, SENCO or other nursery staff may contribute observations, developmental information, attendance information and evidence of the child's presentation and progress. In some circumstances, a member of staff may be asked to contribute to, or act as, the lead practitioner for an assessment or plan. The plan should identify the child's needs, the support to be provided, who is responsible for each action, review arrangements and expected outcomes. Records of decisions, discussions, parental consent where required, information shared, actions taken and review dates will be kept securely in the child's safeguarding record.

Parents and carers are important partners in Early Help Family Support. Consent will normally be sought before making Early Help Family Support referrals or sharing information, unless doing so would place a child at increased risk, delay necessary safeguarding action, prejudice the prevention or detection of crime, or is otherwise not appropriate. Staff understand that data protection legislation is not a barrier to sharing safeguarding information where it is necessary, proportionate, relevant, adequate, accurate, timely and secure. Information will be shared in line with this policy, Harrow procedures, the Data (Use and Access) Act 2025, the Data Protection Act 2018 and UK GDPR.

Hillview Nursery School is particularly alert to babies, toddlers and young children who may benefit from Early Help Family Support, including children who:

- are disabled or has certain health conditions and has specific additional needs
- have special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- have a mental health need

- are privately fostered (see section 5.9)
- are young carers (see section 5.10)
- have frequent unexplained absence, patterns of non-attendance, or are at risk of becoming missing from education, home or care
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- are at risk of being radicalised or exploited
- have a parent or carer in custody, or is affected by parental offending
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- live in circumstances where parental substance misuse, adult mental health difficulties, domestic abuse, housing difficulties or other family pressures may affect their safety, welfare, health or development
- are at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage.

At Hillview Nursery School, parent coffee events are organised to build positive relationships with families, strengthen trust, share information about child development and help parents and carers access support at an early stage.

Parents and carers of children with special educational needs and disabilities are signposted to appropriate local support, including Harrow Parent Forum and SENDIAS, and are supported by the SENCO and key person to understand and meet their child's needs.

For children who need additional support with communication, social interaction, emotional regulation or early learning, nursery-based interventions are provided and reviewed regularly. Staff use observations, the key person approach and partnership with parents and carers to monitor progress and decide whether further support or referral is needed.

Where support is needed, the DSL will usually lead on liaising with parents, carers and partner agencies. The child's key person and other relevant nursery staff may contribute observations, attend meetings, provide information about the child's development, presentation and progress, and support agreed actions within the nursery. Where appropriate, the nursery may support or initiate an Early Help Family Support assessment or plan.

Early Hel Family Support will be reviewed regularly so that support remains appropriate for the child and family. If the child's needs change, the agreed support is not improving outcomes, parents or carers are unable or unwilling to engage, attendance concerns continue, risks increase, or new safeguarding information emerges, the DSL will consider escalation in line with Harrow thresholds. This may include seeking advice from MASH, making a referral to MASH, or following local escalation and professional disagreement procedures.

Early Help Family Support must never delay child protection action where a child may be suffering or is likely to suffer significant harm.

5.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL - who is also the Prevent Single Point of Contact (SPOC) - to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or seek advice from MASH. Make a referral to MASH directly, if appropriate (see 'Referral' above). Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the MASH team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you think someone is in immediate danger or may be planning to travel to join an extremist group or see/hear something that may be terrorist-related.

If staff members have a concern about another staff member, they should follow the procedures in the Whistleblowing Policy and speak to the Prevent Lead.

5.6 Concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors

If you have concerns or an allegation is made about those working in or on behalf of the school in a paid or unpaid capacity posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors. See full details at section 12. The Headteacher/Chair of Governors will then follow the procedures set out in section 12, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

5.7 Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is defined as '*making a disclosure in the public interest*' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct/Whistleblowing policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

See page 2 for contact numbers.

5.8 Private Fostering

Children in foster care fall into two main groups; those looked after by the Local Authority or independent fostering agencies, and those fostered privately.

Private fostering is different from Local Authority fostering where carers are approved as foster carers. Private fostering occurs when a child or young person under 16 (under 18 years if disabled), is cared for, and provided with accommodation for 28 days or more, by an adult who is not a relative, by private arrangement between the parent and carer.

The Children Act 1989 defines 'relative' in relation to a child as a grandparent, brother, sister, uncle or aunt. They could be a full or half-relation relationship and could be related by marriage. The term also includes a step-parent. A cohabitee of the mother or father would not qualify as a relative; neither would extended family, such as a great aunt/uncle or parent's cousin.

Common examples of private fostering arrangements:

- Children and young people who are sent to this country for education or health care by their birth parents from overseas
- Children or young people whose parents work or study long and/or antisocial hours
- Children or young people who are living with a friend's family because of parental separation, divorce or difficulties at home
- A teenager living with the family of a boyfriend or girlfriend

Legal requirements that professionals must do:

Private foster carers are legally required to notify their Local Authority but many do not, usually because they do not know that they have to. This means that Children's Services are unable to check whether the child is being properly cared for.

Ideally, notification should come from the parent or carer, however, education, health; other social care professionals can also play an important role, as they are often the people who become aware of private fostering situations.

If Hillview Nursery School is made aware of private fostering we must notify the Local Authority.

5.9 Young Carers

If Hillview Nursery School is made aware that a child is a young carer of a parent or sibling, or one of their siblings is a young carer, then as part of our wider community commitment, we would signpost the family to Harrow Carers who provide support, advice and training. They can be contacted on 020 8868 5224.

If a child is 17 or under and looks after someone with a physical or mental health problem, they are usually classed as a young carer. There is a whole community of young people facing the same day-to-day issues and Harrow Carers are there to support the carer and family if they live in Harrow.

6. WHEN TO BE CONCERNED

Hillview Nursery School understands that child abuse, neglect and exploitation involve all ways in which a child's development and health are damaged by the actions or inactions of others. Usually, this means by the actions of adults, but sometimes it may be the actions of other children.

All staff are made aware of how to identify and respond to the four main categories of child abuse - physical abuse, emotional abuse, sexual abuse and neglect – and to specific safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol abuse, unexplainable and or/persistent absences from education, serious violence (including that linked to County Lines) and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. For other safeguarding issues (Child Sexual Exploitation, Child Criminal Exploitation, Honour Based Abuse and FGM, Breast Flattening, Infant Oral Mutilation, Radicalisation and Terrorism) see Appendix 1.

We are aware that children can be at risk of harm inside and outside of school, inside and outside of home, face to face as well as online. Staff should exercise **professional curiosity** and know what to look for as this is vital for the early identification of abuse or neglect.

We recognise that often the different categories of abuse overlap and many children suffer the effects of a range of destructive behaviours. In such cases, we understand that it is important to note clusters of signs as these may assume more significance than one indicator in isolation. (Refer to Appendix 1).

We are aware that some children may have an increased risk of abuse because of prejudice and discrimination, isolation, social exclusion, communication issues and/or reluctance on the part of some adults to accept that abuse can occur.

We are also aware that children might be at risk of abuse, neglect and exploitation in situations outside their families – children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse- including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, County Lines and radicalisation.

We recognise that children with SEN and disabilities can be disproportionally impacted by behaviours such as bullying without outwardly showing any signs. We acknowledge that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

Therefore, we expect staff to take extra care to be alert for any apparent signs of abuse or neglect and not to assume that indicators of possible abuse, neglect and exploitation such as behaviour, mood and injury relate to the child's disability without further exploration.

The key question which we always ask ourselves when deciding whether or not a child is a victim of abuse is "Is the child suffering or likely to suffer significant harm?"

7. INFORMATION SHARING, RECORD KEEPING AND CONFIDENTIALITY

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working (see section 9) in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm (see NSCPP Child protection records retention and storage guidelines).

Staff will have regard to the Government guidance: Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers which supports staff who must make decisions about sharing information.

This document includes the seven golden rules for information sharing:

1. Remember that the Data (Use and Access) Act 2025, the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the Data (Use and Access) Act 2025, GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Whilst the Data (Use and Access) Act 2025, Data Protection Act 2018 and the General Data Protection Regulations (GDPR) place duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, they state that the school has the authority to share information with the Local Authority and other agencies in the exercise of their official duties without seeking consent. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe.

Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated ad 'special category personal data'. We are also aware that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Our school is also aware that we must withhold providing data in response to a Subject Access Request where the serious harm test is met, for example in a situation where a child is in a refuge or another form of emergency accommodation.

Under the new information sharing duty, all staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to MASH. When deciding what information to share, staff should consider will use professional judgement:

- The relevancy of the information, including the current safeguarding risk,
- What is necessary for the receiving setting to know, and
- Whether it is clearly presented and appropriately contextualised.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a child at risk. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). These will be marked 'Confidential' and for the attention of the receiving school's DSL with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request all child protection records from the previous educational establishment if none are received.

Record keeping

Well-kept records (see Appendix 4 and 5) are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, neglect and exploitation will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to DSL or deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL or alternate and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the DSL or alternate with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

All staff must be aware that they have a responsibility to share relevant information about the protection of children with other agencies. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

The General Data Protection Regulation and the Data Protection Act 2018 states that, the school has the authority to share information with the Local Authority "in the exercise of our official duties without seeking consent".

The "**public task basis**" as described in the legislation allows authorities to use data when they can demonstrate that the processing is to perform tasks that are set by national law. This means parental consent is not necessary for the obtaining and sharing of information

"Between agencies when that information is for child protection or safeguarding purposes or for an assessment of a child or children's needs.

"Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law." GDPR Article 6

8. INTERAGENCY WORK

Schools often hold crucial information and as such our school is an essential partner in strategy discussions, child protection conferences and core groups. Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the DSL to ensure that the school is represented and a report is submitted to any child protection conference for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parents/carers. Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions at the meetings.

If a child is subject to a child protection or a child in need plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. The DSL will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the child protection conference meeting, unless to do so would place the child at further risk of significant harm. In this case, the DSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

When we become aware that a child or young person who is being, or is going to be, privately fostered our school has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The DSL will make appropriate referrals using the Harrow Referral pathways.

9. COMMUNICATIONS WITH PARENTS AND CARERS

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the MASH team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

10. SAFER RECRUITMENT

Recruitment and volunteer checks will reflect KCSIE 2026 requirements, including the school's responsibilities for regulated activity, barred-list checks, enhanced DBS checks and the removal of any reliance on a supervision exemption where this no longer applies. The single central record will be maintained in line with statutory guidance.

We ensure safer recruitment practices are always followed. DBS checks and checks of identity, background, qualifications, references, medical fitness, overseas checks and permission to work in UK will be made. We ensure that every recruitment panel has at least one member on it who has completed the safer recruitment course and has an up-to-date certificate to that effect.

11. ALLEGATIONS INVOLVING STAFF, INCLUDING SUPPLY TEACHERS, TRAINEE TEACHERS, VOLUNTEERS AND CONTRACTORS

The school will follow the HSCB Managing allegations against staff and volunteers if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information that indicates that a member of staff/volunteer may have:

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

This applies to any child with whom the member of staff/volunteer has contact, within their personal, professional or community life.

To reduce the risk of allegations, all staff must be aware of safer working practice and must be familiar with the guidance contained in the school code of conduct or document Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium). If the concerns are about the Headteacher, then the Co-Chairs of Governors, Gemma Williams and/or Claudia Calogero should be contacted.

In the absence of the Co-Chairs of Governors, the Vice Chair should be contacted. The Vice Chair is Dipa Nandha (Dipa.Nandha@harrow.gov.uk).

Our school will also ensure that any member of staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information should be shared on a 'need to know' basis only.

An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (previously LADO) via MASH.

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Designated Officer (previously LADO) without delay. The Headteacher should, as soon as possible, following briefing from the Designated Officer (previously LADO), inform the subject of the allegation.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with the Harrow Safeguarding Children Board Multi-Agency procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be dealt with in accordance with the school's policy for managing low-level concerns (see Appendix 2).

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the Disclosure Barring Service (DBS) and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

12. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

The Governing Board will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The Governing Board will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed, in line with Keeping children safe in out-of-school settings. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the Governing Board will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement.

RECOGNISING THE SIGNS

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
They may be abused by an adult or adults or by another child or children.

One or more of the following signs do not necessarily indicate that a child has been abused, but they may alert you to the fact that something is wrong.

1. PHYSICAL ABUSE

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

The UN Convention on the 'Rights of the Child' 1991 states:

"*Children have the right to be protected from all forms of violence. They must be given proper care by those looking after them*" and

"Children have a right not to be punished cruelly or in a way that would belittle them."

Signs and Symptoms

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting they are punished, but the punishment is excessive (such as child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Speaking in monosyllables
- Becomes withdrawn
- Afraid to go home

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying, prejudice-based behaviour and discriminatory bullying), verbal abuse (e.g.

criticism, belittling, name-calling) misogyny/misandry causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Some children may be emotionally abused whilst their physical care may be good.

Signs and Symptoms

- Physical, mental and emotional developmental lags
- Sudden speech disorders
- Continual self-deprecation (I'm stupid, 'ugly', 'worthless', etc.)
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Threatened or attempted suicide
- Over adaptive behaviour: e.g. too well-mannered
- Compulsively clean or neat
- Learning difficulties
- Low self esteem
- Poor peer relationships

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Sexual abuse is the abuse of power in the relationship and the child's inability to give informed consent. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse- see section 5) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.

All sexual abuse is damaging but the trauma may be more severe if the abuse is perpetrated by someone close to the child, if violence is involved, if the abuse begins at an early age and is repeated over time and if the child is not supported by the non-abusive parent/carer.

Sexual abuse includes:

- Sexist remarks/suggestions
- Being taught indecent language
- Exposure to indecent material
- Indecent exposure
- Observing sexual activities
- Being forced to touch adults
- Indecent assault
- Digital penetration
- Group sexual activities
- Oral/anal/vaginal intercourse
- Encouraging children to behave in sexually inappropriate ways,
- Grooming a child in preparation for abuse (including via the internet).

Signs and Symptoms

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching or sexually transmitted diseases
- Other extreme reactions such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia

- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child-minder
- Starting to wet again; day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra good' or perfect; over-reacting to criticism
- Hints about secrets they cannot tell
- Withdrawal from peers
- Deterioration in performance at School
- Suicidal thoughts/attempts
- Anger/aggression

4. NEGLECT

Neglect is the persistent failure to meet a child's basic physical, and/or psychological and/or emotional needs, likely to result in the serious impairment of the child's health or development.

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

Signs and Symptoms

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical conditions
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Pale, listless
- Frequent absence from school
- Arriving very early, leaving late
- Truancy
- Dental problems, squinting at the board
- Carrying parental responsibilities (caring for siblings)

5. CHILD ON CHILD ABUSE (including harassment and violence)

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

We are aware that child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying, prejudice-based and discriminatory bullying); on-line verbal abuse; gender-based abuse;

verbal sexist abuse; discriminatory abuse, including racism and faith-based abuse; technology-facilitated abuse; misogyny and misandry; unwanted, unthinking or coerced nude or semi-nude image sharing; AI-generated or digitally altered nude and semi-nude images; or sexually harmful behaviour; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; threats involving weapons.

We will consider these issues with specific reference to the developmental needs of children under 5. Safeguarding support will be considered for both the child experiencing harm and the child alleged to have caused harm.

We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs.

We use the curriculum to help children understand, in an age-appropriate way, what a safe relationship is, and what abuse is. We encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

6. SEXUAL VIOLENCE AND HARRASSMENT

Hillview Nursery School recognises that harmful sexual behaviour (HSB) exists on a continuum from inappropriate behaviour through to sexual harassment and sexual violence. All concerns involving sexualised behaviour will be assessed proportionately, managed through safeguarding procedures and recorded appropriately.

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and their educational attainment will likely be adversely affected.

Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at our school. An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, our environment and our staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke.

Our school manages such incidents in the same way by considering the need to undertake an immediate risk and needs assessment, and as with any other child protection concern, we will follow the same procedures. Pupils initiating such abuse or sexualised behaviour will be subject to an AIM risk assessment/Brook Traffic Lights which will inform a safety plan for everyone involved, including themselves.

The school recognises that nude and semi-nude imagery may be self-generated, digitally manipulated, or generated using artificial intelligence technologies. Any incident involving such imagery will be treated as a safeguarding matter.

As set above, we maintain an attitude of '**it could happen here'** and we are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

7. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE) INCLUDING COUNTY LINES

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a

child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

This can happen to children and young people from any background or community.

The abuse can be perpetrated by individuals, groups, males or females and children or adults. It can be committed or facilitated by an organised network or gang, and victims may identify as part of the gang. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them.

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

Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. In close working relationship with our local MASH a referral to the National Referral Mechanism will be considered for any such concerns.

Child Criminal Exploitation and Child Sexual Exploitation may amount to modern slavery. Where indicators of exploitation are identified, referrals will be made in accordance with safeguarding procedures and consideration will be given to National Referral Mechanism processes where appropriate.

Signs and Symptoms

There are several warning signs that can indicate a child may be groomed for sexual exploitation and behaviours that a child is being sexually exploited. Using the mnemonic "S.A.F.E.G.U.A.R.D" can help consider relevant signs and behaviours:

- **S**exual health and behaviour
- **A**bsent from School or repeatedly running away
- **F**amilial abuse and/or problems at home
- **E**motional and physical condition
- **G**angs, older age groups and involvement in crime
- **U**se of technology and sexual bullying
- **A**lcohol and drug misuse
- **R**eceipt of unexplained gifts or money
- **D**istrust of authority figures

8. SERIOUS VIOLENCE

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context

There are several indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

9. DOMESTIC ABUSE

Domestic abuse is defined as "any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical, sexual; financial and emotional, coercive or controlling behaviour".

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass is a key partnership between the Metropolitan Police, the LA and the schools involving the reporting to schools, prior to the start of the next school day, when a child or young person has been exposed, or involved in, to domestic incident. Our school has joined the protocol and will use the information shared to ensure that our children are supported and kept safe.

The school recognises the statutory police notification arrangements delivered through Operation Encompass. Information received through Operation Encompass will be treated as safeguarding information and used to support children who may have experienced domestic abuse.

10. HONOUR BASED VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

11. FEMALE GENITAL MUTILATION (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Victims of FGM are likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Signs and symptoms that FGM has taken place

There are several indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.

- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

Signs and symptoms that FGM is imminent

- It may be possible that families will practice FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- Staff may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

12. FORCED MARRIAGE

A forced marriage is one that is entered into without the full consent of one or both parties. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used.

Our staff understand how to report concerns where this may be an issue.

13. BREAST FLATTENING

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth. It is usually carried out by pressing, massaging or pounding the breasts using hard or heated objects.

Breast flattening is traditional practice in parts of West Africa. It is typically arranged or performed by the girl's mother, to make the girl less attractive to males by delaying the signs that the girl is maturing into a young woman. Reasons for this include, protecting the girl from sexual harassment and rape. It also carried out to discourage pre-marital sex, unwanted pregnancy and prevent early marriage. Often one of the drivers is that the mother will want her daughter to avoid pregnancy so that they receive an education.

Health Implications

Apart from the severe pain, the practice causes:

- burning and scarring
- long term malformation or disappearance of the breasts
- abscesses
- life threatening infections
- tissue damage
- interference with breastfeeding

- mastitis
- psychological problems – anxiety, fear, depression, PTSD

Whilst there is limited information available about the long-term effects of breast ironing, experts warn that it could lead to the development of cysts, skin and breast cancer.

14. WITCHCRAFT

Abuse linked to a belief in spirit possession is difficult for professionals to identify, understand and sometimes accept. It sits outside the norm and there is a danger that although the signs are there for professionals to see, they could be dismissed as superstitious nonsense, steeped in the 'dark ages'. To adopt this view could seriously hamper attempts to safeguard a child with potentially fatal consequences.

Generally, the signs will not differ from other types of abuse and will include:

- physical injuries such as marks, bruises or burns
- the child being, withdrawn, distressed, disorientated or isolated
- loss of weight, hunger/malnourishment
- poor hygiene, unkempt, dirty clothes
- irregular attendance at school

Specific indicators

Specific indicators that the abuse may be linked to spirit possession/witchcraft may be present when professionals interact with the family.

Signs to look out for include:

- does the family come from a community or religion where such beliefs are widely accepted?
- has there been a change in the family dynamic or structure. Are the family under pressure?
- does the parent/carer put a high value on preserving family honour?
- are there reasons why the child might have been made a scapegoat?
- are there comments being made about the child being 'different'?
- is the child different from other children in the family or community e.g. disabled, epileptic, suffer an illness?
- what is the relationship between the child and their carer? Are they directly related to the child?
- what is the family structure? Are they treated differently to the other children in the household?
- is the parent or carer indicating that they are blaming the child for the family's misfortune?
- is there a lack of concern or close bond between the child and the parent/carer?
- is the parent/carer afraid to be near or alone with the child?
- is the child isolated by the family i.e. kept in a room, forced to eat alone? Where do they sleep and what conditions do they live in?
- is there an unborn child expected? There may be a belief that the evil spirit will be passed onto the expected child, and this may escalate the violence against the abused child.
- is there any religious literature relating to witchcraft/possession in the house?
- are there any plans to send the child to another country (this may be for 'deliverance')?
- has the child disclosed that they are or have been accused of being 'evil', being possessed by the devil?
- does the child believe they are possessed?
- does the child talk of 'eating people' or of 'changing into an animal'?
- does the child shy away from other children, believing that he/he may infect others?

- does the parent/carer recognise their faith or community leader as all powerful? Although most faith leaders and groups will not condone the abuse or beliefs, care should be taken that the family are not being directed by powerful faith figure or involved in a place of worship that view the abuse as normal practises or are exploiting the situation or the family.
- are there concerns for the mental health of the parent/carer or substance abuse involved?
- are the family being stigmatised or shunned within their community?

The use of correct terminology will help you identify whether a child is at risk and may also assist in building a rapport with the child and carer. Terminology differs greatly between cultures and includes:

- Witch or witchcraft
- Black magic
- Evil eye
- Sorcery or child sorcerer
- Possessed by the Holy Spirit
- Kindoki and doki (central Africa)
- Genies or Djinns (Arabic, Islamic)
- Demons, poltergeist (European)
- Juju and Obeah, (west Africa and Caribbean)
- High Science, voodoo (Caribbean, West Indian community)
- Dainee (Bengali)
- Dakini (in the Hindu context)

15. PREVENTION OF RADICALISATION

Radicalisation is the process by which a person comes to support terrorism and forms of extremism which lead to terrorism. Extremism is the vocal and active opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right-wing groups, who can damage society and present a threat to the community. Schools should always ensure that their approach to the threat of radicalisation is balanced, calm and proportionate.

Most children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems.

The general risks affecting children and young people may vary from area to area and according to their age. We are aware that there is an increased risk of radicalisation online.

There is no single way to identify an individual who is likely to be susceptible to a terrorist ideology. We need to be alerted to changes in children's behaviour, which could indicate that they may need help or protection.

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events could also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them and put them into context.

Signs

- Disclosures of children's exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these

- Voicing opinions drawn from extremist ideologies and narratives
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Glorifying violence, especially to other faiths or cultures
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti artwork or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

16. CHILDREN WHO ARE ABSENT FROM EDUCATION

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect or exploitation, such as sexual abuse or child criminal exploitation- particularly County Lines, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect or exploitation
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community.

We will inform the Local Authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the MASH team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

17. ELECTIVE HOME EDUCATION

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register

18. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is because of abuse and/or neglect. We ensure staff have the skills, knowledge and understanding to keep looked after children safe and that there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL will have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

We are aware that a previously looked after child potentially remains vulnerable and we ensure that all staff have the skills, knowledge and understanding to keep previously looked after children safe. We recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

19. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Being more prone to peer group isolation than other children;
- Instances of child-on-child sexual abuse where the perpetrators are children will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and/or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers;
- Communication barriers that make telling an adult difficult;
- Cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges, and staff are proactive in safeguarding all our vulnerable children and are aware that any reports of abuse involving children with

SEND will require close liaison with the DSL and SENCO, as well as with the Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

Staff should be aware that repeated failure to provide essential medication, allergy management plans or medical information may indicate neglect and should be considered within safeguarding procedures where appropriate

20. MENTAL HEALTH AND WELLBEING

All staff are aware that in some cases mental health difficulties, self-harm, suicidal ideation, eating disorders, significant behavioural change or emotional distress may be indicators that a child is suffering or is at risk of suffering abuse, neglect or exploitation and should be considered within safeguarding procedures.

We are aware that only appropriately trained professionals should attempt to make a diagnosis of amental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the child protection policy and the senior Mental Health Lead will be informed.

Our school works to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well.

It is therefore vital that we work in partnership with parents and carers to support the mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self- harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the DSL or Mental Health Lead will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Harrow referral pathways.

21. INFANT ORAL MUTILATION

Infant oral mutilation (IOM) is a primitive traditional practice involving the 'gouging out' of an infant's healthy primary tooth germs. This can lead to transmission of blood-borne diseases such as HIV/ AIDS, septicaemia and death. Other complications include eradication and/ or malformation of the child's permanent dentition. IOM is usually performed by village healers in low-income countries as an accepted remedy for common childhood illness. The gingival swelling of the unerupted teeth is mistakenly thought to indicate the presence of 'tooth worms'. Crude methods to remove these are employed using unsterile tools. IOM has been reported in many African countries.

22. CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL, OR GENDER QUESTIONING

Hillview Nursery School acknowledges that being lesbian, gay or bisexual is not, in itself, a safeguarding risk. However, some children may be vulnerable to bullying, harassment or discrimination and appropriate support is provided.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Children who are questioning their gender may require support and careful consideration of their individual circumstances. Decisions will be made in the child's best interests, taking account of safeguarding responsibilities, parental involvement where appropriate, equality duties and relevant statutory guidance.

APPENDIX 2

LOW-LEVEL CONCERNS

Hillview Nursery School strives to embed a culture of openness and transparency in which the school's values and expected behaviour, as set out in the Code of Conduct for Staff, are constantly reinforced by all staff.

All staff should feel enabled to share any concerns about their own or another member of staff's behaviour, with the appropriate member of staff as set out below.

The distinction between an allegation and a low-level concern

The term 'allegation' (in this context) means that it is alleged that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviors that may have happened outside of school that might make an individual unsuitable to work with children)

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold set out above or is not otherwise serious enough to consider a referral to the Designated Officer (previously LADO).

A low-level concern is any concern, no matter how small, and even if no more than a 'nagging doubt' that an adult may have acted in a manner which:

- is not consistent with the Code of Conduct for Staff, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to, being overfriendly with children, having favourites, taking photographs of children on their personal devices, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, using inappropriately sexualised, intimidating or offensive language etc.

Staff are not expected to determine whether their concern is a low-level concern, serious enough to consider a referral to the Designated Officer (previously LADO) or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination will be made by the Headteacher.

How to share low-level concerns

It is important that low-level concerns are shared with the Headteacher as soon as reasonably possible and, in any event, within 24 hours of becoming aware of the concern and relevant incident(s).

Concerns can be shared verbally in the first instance, or in writing. The context in which the low-level concern arose and details which are chronological, precise and accurate as possible of the concern and relevant incident(s) must be provided.

Where details of the low-level concern are provided verbally, the Headteacher will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion. The

Headteacher will check the accuracy of the record with the member of staff who raised the concern.

Low-level concerns will be treated in confidence as far as possible, but the school may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Self-reporting

Staff who find themselves in a situation which could be misinterpreted, might appear compromising to others, have behaved in a manner which on reflection they consider falls below the standard set out in the Code of Conduct for Staff are encouraged to self-report. Self-reporting can be positive for several reasons: it is self-protective in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness of the individual's own actions or how they could be perceived; and is an important means of maintaining a culture where all staff aspire to the highest standards of conduct and behaviour.

Recording and reviewing low-level concerns

All low-level concerns will be recorded in writing by the Headteacher. The record will include details of the context in which the concern arose and the action taken. The name of the member of staff sharing the concern will be noted; however, where the member of staff wishes to remain anonymous, this will be respected as far as possible.

Records will be reviewed at regular intervals to identify potential patterns of concerning, problematic or inappropriate behaviour.

Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and we wil act accordingly.

Retention of records

Records will be kept confidential, held securely and in compliance with the Data (Use and Access) Act 2025, Data Protection Act 2018 and UK GDPR.

When the member of staff leaves and/or takes up new employment the records will be reviewed to ensure it still has value either as a safeguarding measure or because of its possible relevance to future claims and is therefore necessary to retain, or whether it can be securely destroyed.

References

Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, e.g., misconduct or poor performance. Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. Where a low-level concern has met the threshold for referral to the Designated Officer (previously LADO). and found to be substantiated will be included in a reference.

APPENDIX 3

On-line Safety Policy Statement

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Governing Board has had due regard to the additional information and support set out in KCSiE and ensures that the school has a whole-school approach to online safety and a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole-school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories;

- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

- Conduct: online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, AI-generated deepfakes, AI-generated nude and semi-nude imagery, misinformation and disinformation, harmful content produced through generative artificial intelligence, misogynistic, extremist or harmful online influencers and online bullying); and

- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Generative artificial intelligence tools used within school will be risk assessed and used in accordance with safeguarding, online safety and data protection requirements.

The school will ensure that appropriate cyber-security arrangements are in place and regularly reviewed in line with National Cyber Security Centre (NCSC) guidance and the Cyber Security Standards for Schools. Cyber-security arrangements form part of the school's safeguarding and risk management processes.

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety, including our filtering and monitoring systems

- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are always kept safe.

We recognise that:

- the online world provides everyone with many opportunities; however, it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Hillview Nursery School's network and devices
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

We will seek to keep children and young people safe by:

- appointing an online safety coordinator to manage filtering and monitoring systems
- ensuring that internet systems are robust and appropriate for use
- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents or carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- reviewing and updating the security of our information systems, including filtering and monitoring provision, regularly
- ensuring that usernames, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)

- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying or prejudice-based and discriminatory bullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, to ensure that any problems have been resolved in the long term.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures, including:

- child protection
- procedures for responding to concerns about a child or young person's wellbeing
- dealing with allegations of abuse made against a child or young person
- managing allegations against staff and volunteers
- code of conduct for staff and volunteers
- anti-bullying policy and procedures
- photography and image sharing guidance.

APPENDIX 4

Record of concern about a child's safety and welfare

Part 1 (for use by any staff – must be handwritten and legible/ or equivalent information on electronic recording system)

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): Job title: Signature:		

Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. *(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.*	
What is the pupil's perspective?	
Professional opinion, where relevant *(how and why might this have happened?)*	
Any other relevant information. Previous concerns etc. *(distinguish between fact and opinion)*	
Note actions, including names of anyone to whom your information was passed and when	

Please pass this form to your DSL without delay

Record of concern about a child's safety and welfare

Part 2 (for use by DSL)

<table>
<tr><td>Information received by DSL:</td><td colspan="2">Date:</td><td>Time completed:</td><td colspan="2">From whom:</td></tr>
<tr><td rowspan="2">Any advice sought, if applicable</td><td colspan="2">Date:</td><td>Time completed:</td><td colspan="2">From: name/organisation:</td></tr>
<tr><td colspan="5">Advice received:</td></tr>
<tr><td rowspan="2">Action taken with reasons recorded

(e.g. MASH Referral completed, monitoring advice given to appropriate staff, CAF etc)</td><td colspan="2">Date:</td><td>Time completed:</td><td colspan="2">By whom:</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="2">Outcome</td><td colspan="2">Date:</td><td>Time completed:</td><td colspan="2">By whom:</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="2">Parent/carer informed?</td><td>Y</td><td>Who spoken to:</td><td>Date:</td><td>Time:</td><td>By whom:</td></tr>
<tr><td>N</td><td colspan="4">Detail reason:</td></tr>
<tr><td>Is any additional detail held, if so, where?</td><td colspan="5"></td></tr>
<tr><td rowspan="5">Prior safeguarding history</td><td colspan="4">No. of previous records of concern:</td><td></td></tr>
<tr><td colspan="4">Has the child been subject of CAF/Early Help/Family Help assessment?</td><td></td></tr>
<tr><td colspan="4">Currently on CP Plan (CPP) / Child in Need Plan (CiN)</td><td></td></tr>
<tr><td colspan="4">Previously on CP Plan (CPP) / Child in Need Plan (CiN)</td><td></td></tr>
<tr><td colspan="3">Is child known to other agencies?</td><td>Y / N</td><td></td></tr>
<tr><td>Name of DSL:</td><td colspan="2"></td><td>Signature:</td><td colspan="2"></td></tr>
</table>

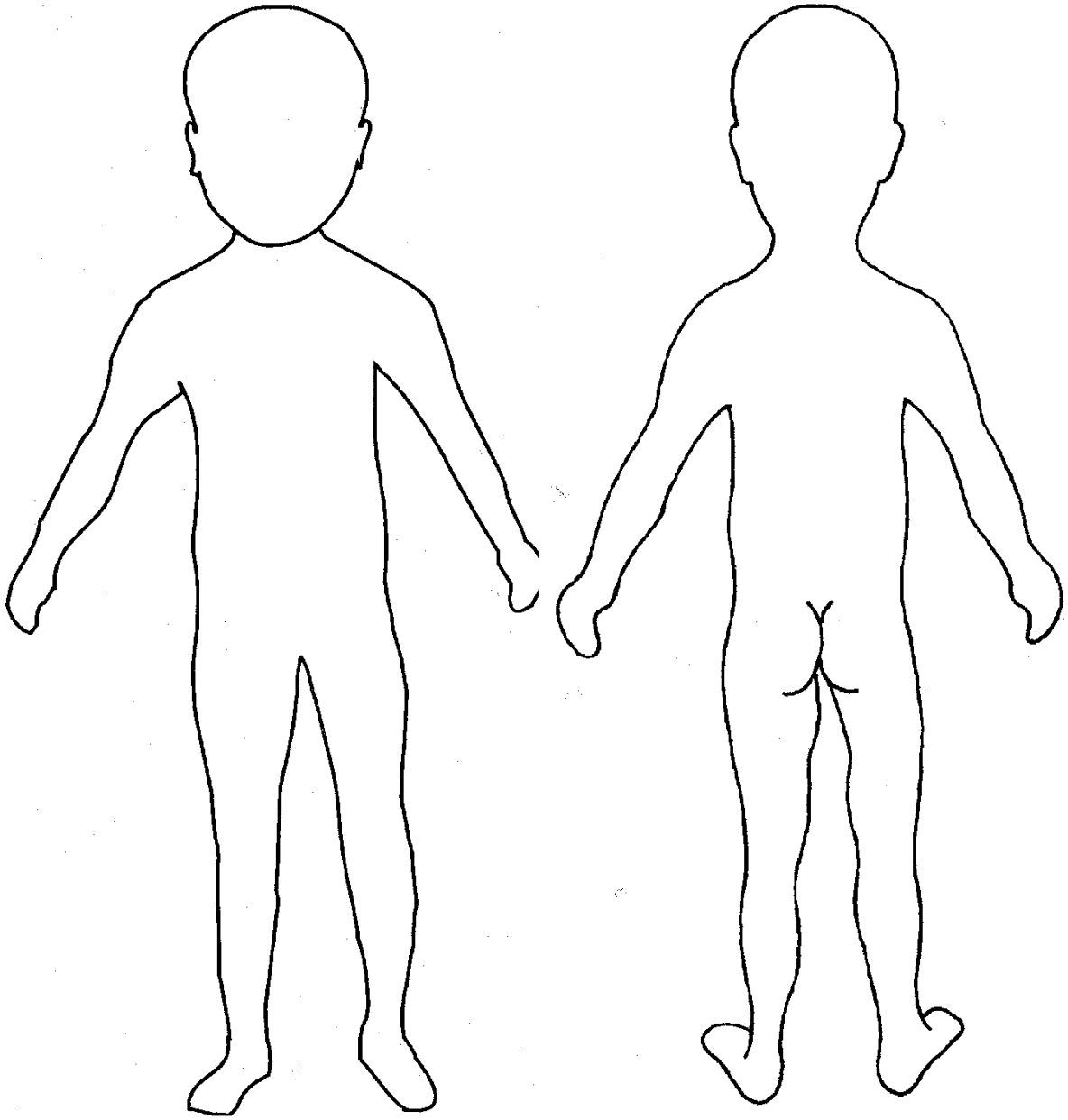
BODYMAP

(This must be completed at time of observation)

Name of Pupil: ..... Date of Birth: .....

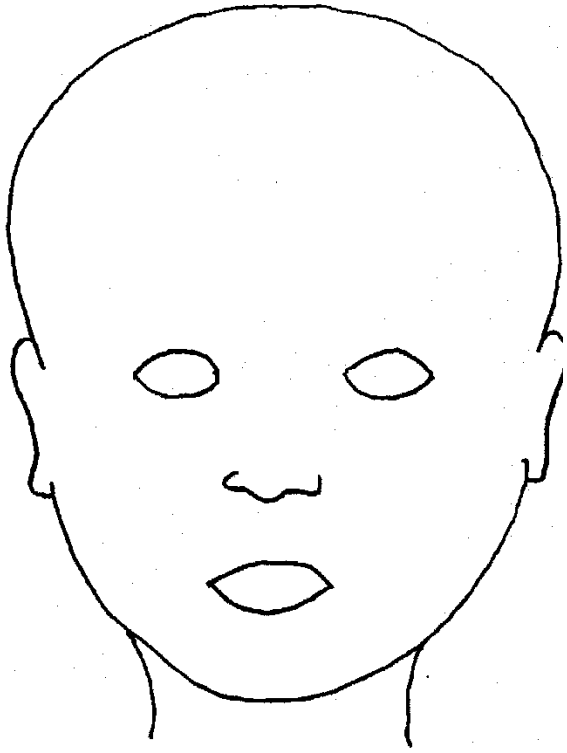
Name of Staff: ..... Job title: .....

Date and time of observation: .....

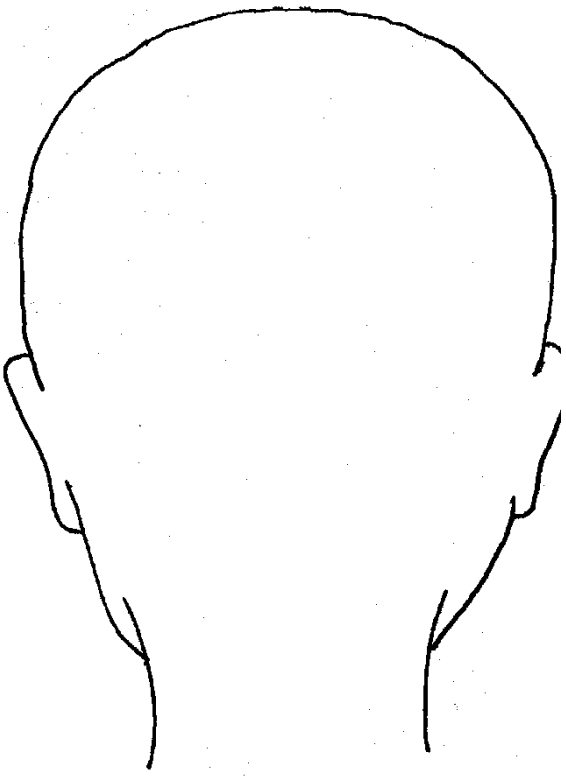


Name of pupil: .....

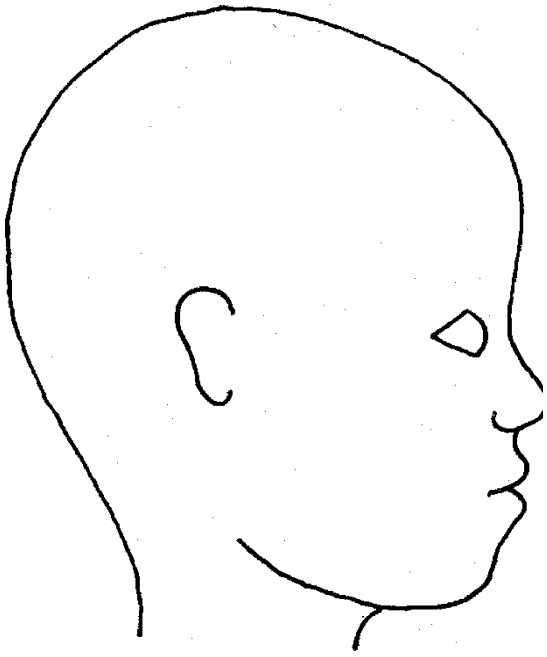
Date and time of observation: .....



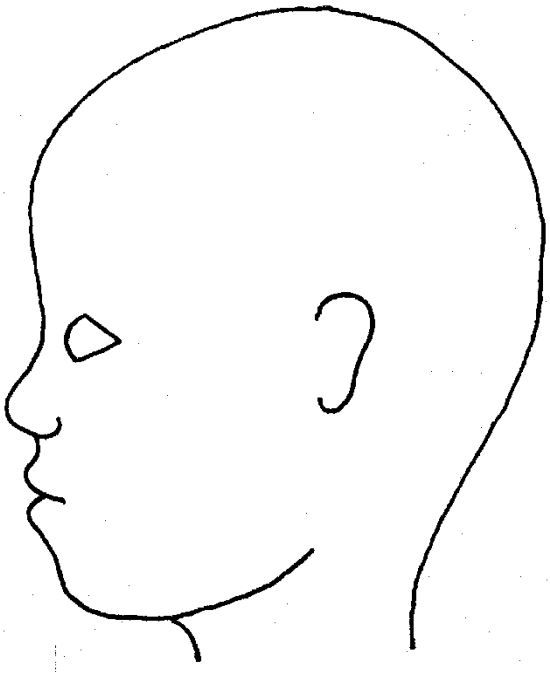
FRONT



BACK



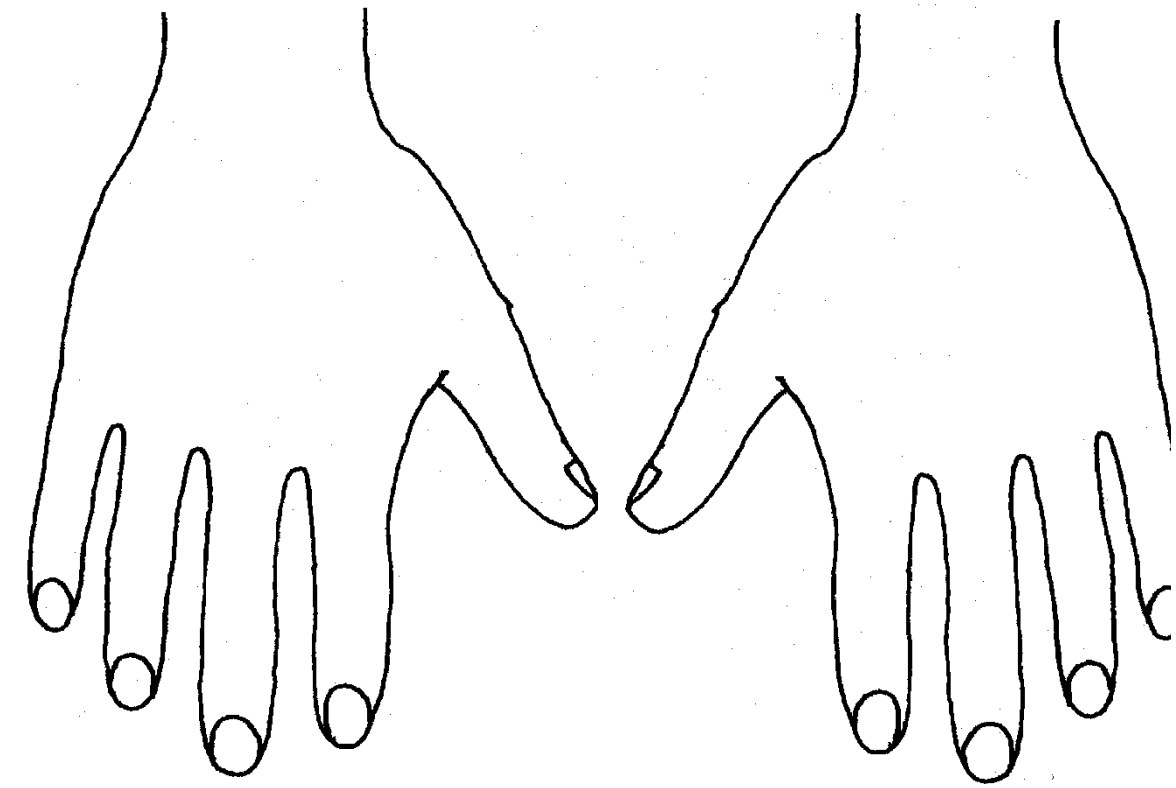
RIGHT



LEFT

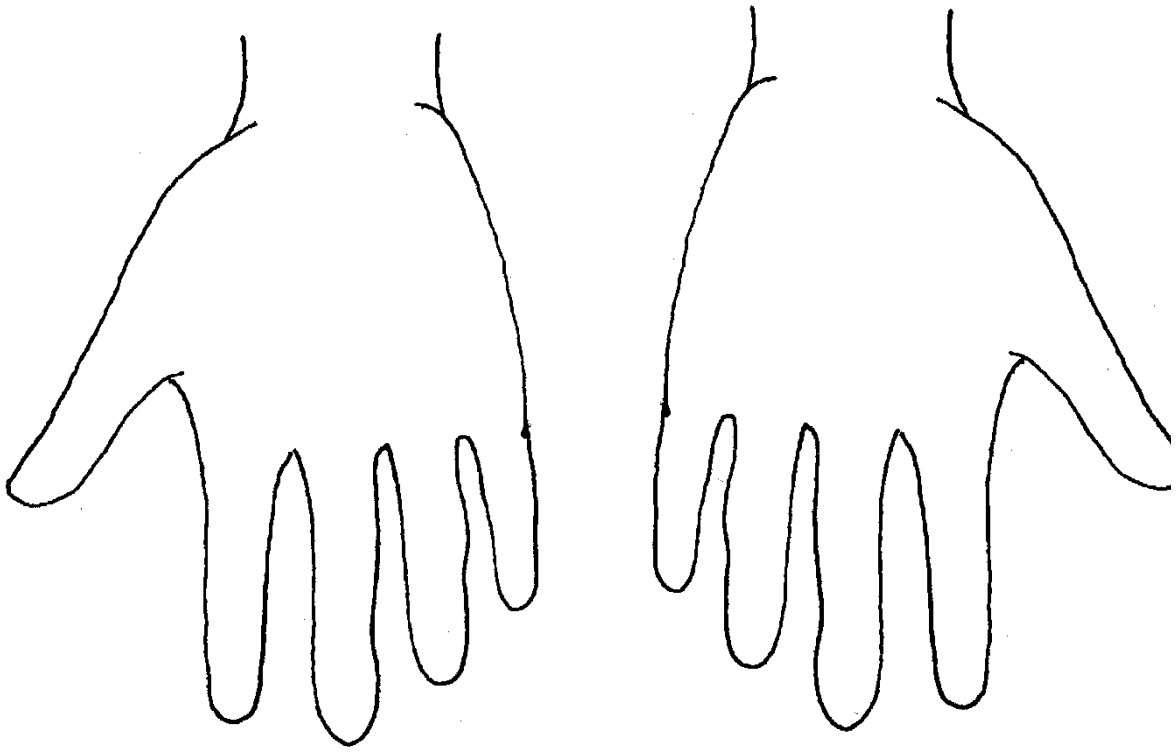
Name of pupil:

Date and time of observation:



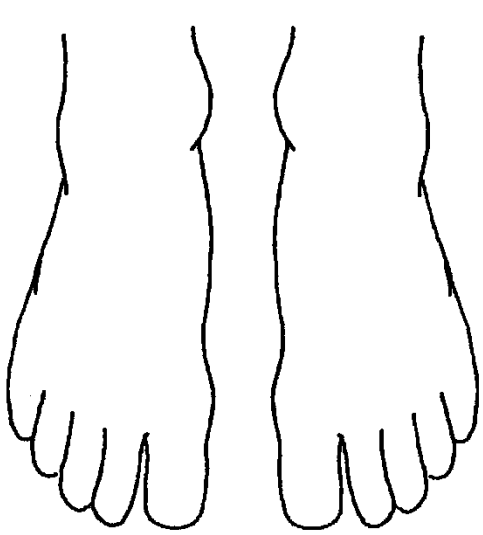
R L

BACK

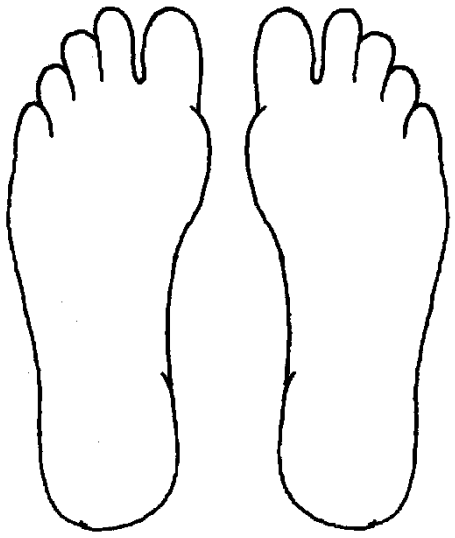


Name of Pupil:

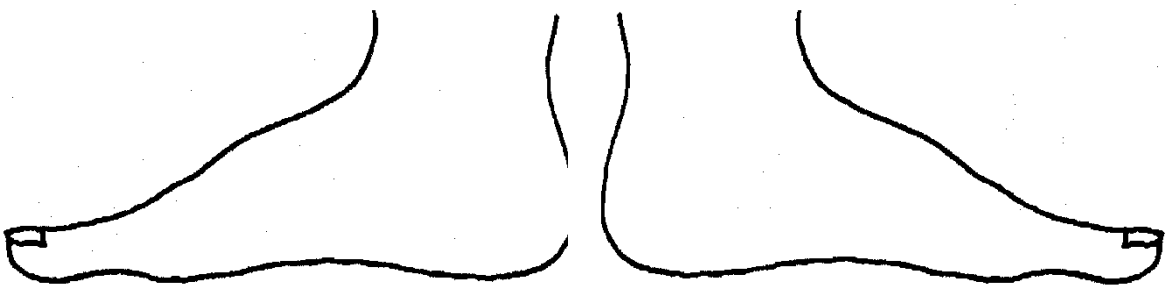
Date and time of observation:



R TOP L

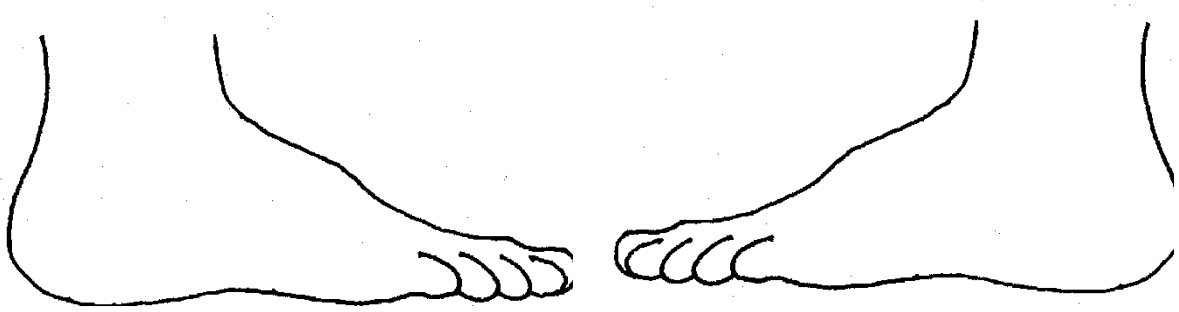


R BOTTOM L



R L

INNER



R L

OUTER

Printed Name, Signature and Job Title of staff