



THE CAMDEN  
SCHOOL FOR GIRLS

# Child Safeguarding & Protection Policy



**Lead Staff member:**

Kathia Derrar

**Link Governor:**

Manuela Grayson

**Approved by full governing body:**

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**Review Committee:**

Full Governing Body

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## Key contacts

### School

**Name of school:** CAMDEN SCHOOL FOR GIRLS

**Headteacher:** Kateryna Law

**Designated safeguarding lead:** Kathia Derrar

**Deputy designated safeguarding lead:** Jenny Man

**Nominated governor for child protection:** Manuela Grayson

### *London Borough of Camden*

#### **Child protection service manager**

Kurt Ferdinand  
020 7974 6481

#### **Local Authority Designated Officer (LADO):**

Jacqueline Fearon  
020 7974 4556  
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#### **Safeguarding lead officers:**

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Esther Fajoye (Service manager) - 020 7974 1485  
Patricia Williams (Service manager) - 020 7974 1558  
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#### **Children's Contact Service/MASH team:**

Service Manager: Tracey Murphy  
020 7974 1553/3317

#### **Prevent Co-ordinator/Education Manager**

Jane Murphy  
020 7974 1008

#### **Virtual School Head**

Sheila Durr  
07717 864385

## Glossary

<b>CSCP</b>	Camden Safeguarding Children Partnership
<b>CAF</b>	Common Assessment Framework
<b>CPOMS</b>	Child Protection Online Management System
<b>CSCP</b>	Camden Safeguarding Children Partnership
<b>CSF</b>	Children, Schools & Families
<b>DBS</b>	Disclosure and Barring Service
<b>DSL</b>	Designated Safeguarding Lead
<b>FSSW</b>	Family Services and Social Work
<b>LADO</b>	Local Authority Designated Officer
<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>PSHEE</b>	Personal, Social, Health & Economic Education and Citizenship
<b>SLT</b>	Senior Leadership Team

### Child safety and protection policy principles

At Camden School for Girls our aim is to provide an environment in which our students can thrive and reach their full potential. To achieve this the welfare and safety of our students is paramount and the Child Safeguarding and Protection policy is a cornerstone to fulfil this aim. It is essential that everyone at Camden School for Girls understands their safeguarding responsibilities.

The core principles of the policy are:

#### 1 The School

- Camden School for Girls will provide a safe, healthy learning environment and inclusive and anti-discriminatory behaviour is an expectation for staff and pupils
- Camden School for Girls will promote the physical and mental wellbeing of all students and protect them from harm and neglect  
Staff are equipped to deal sensitively and effectively with concerns and disclosures
- Students will be provided with opportunities to learn about and to discuss issues and report problems affecting their safety and wellbeing
- The wishes and feelings of students will be ascertained in a way that is appropriate to their age and understanding and taken into account when assessing their needs
- There will be robust procedures to ensure the recognition and referral where there are welfare or child protection concerns
- Camden School for Girls will monitor and support students who are subject to child protection plans and contribute to the implementation of their plans
- Camden School for Girls will ensure students know how to raise concerns, feel safe to do so and are confident that they will be taken seriously  
Camden School for Girls will not tolerate any form of bullying, harassment and discrimination or inappropriate, sexualised or offensive language

Keeping children safe in education September 2025

## **Parents and External Agencies**

- The DSL will work to develop positive and respectful relationships with parents and take account of their views
- The DSL will work to develop positive and respectful relationships with appropriate external agencies taking account of their professional expertise while supporting the students' and parents' concern
- **Staff**
- Camden School for Girls will raise awareness of child protection issues with staff and ensure that all receive appropriate training and updates to ensure that they are equipped to identify and deal with concerns
- Camden School for Girls will raise awareness of online safety, FGM and radicalisation with staff and ensure that all receive appropriate training to ensure that they are equipped to identify and deal with concerns
- Camden School for Girls will train staff to identify and report on children who go missing
- Camden School for Girls will ensure safe recruitment practices for all staff keeping up-to-date DBS records and maintaining the Staff Single Central Record including supply staff and teacher trainees on salaried routes
- Volunteers will be subject to DBS checks and the LEA model of expected guidance on professional and personal standards of conduct and behaviour is followed
- All visitors to the school will be recorded and identified at reception
- Trained first aid staff will have appropriate professional development opportunities and all accidents are recorded and discussed by SLT and forwarded to the LEA
- The premises supervisor will ensure that health and safety regulations are adhered to in key areas of the site and in key curriculum subjects e.g. PE
- All staff will receive safeguarding training every 2 years and updates from the DSL to ensure they remain up to date with new legislation
- Camden School for Girls has a designated teacher, Jenny Man, to promote the educational achievement of Looked After Children (LACs)

## **2 Roles and responsibilities**

### **Camden Supporting People Directorate**

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and Camden Learning and these services will support Camden School for Girls to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety

- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are missing from or not in education, including children who are known to be home educated

## **Governing body**

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

This includes the school's legal duties under the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (see Appendix 3)

In particular, the governing body will ensure that the following are in place:

- safeguarding and child protection policies and procedures that are consistent with Camden Safeguarding Children Partnership procedures and Camden's internal policies, early help, online safety, extra-familial harm and child on child abuse
  - a staff code of conduct policy that covers staff/pupil relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media
  - a behaviour policy that includes measures for bullying and harassment, including prejudice based and discriminatory bullying
  - a procedure for responding to incidents where children go missing or are absent from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present
- That Camden school for girls is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
  - There is a nominated governor with responsibility for liaising with Camden on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
  - A senior member of staff is appointed as the DSL with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.

- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school policies which are available on the school website.  
Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- Camden school for Girls has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the DSL to ensure they remain up to date with new legislation.
- All governors and trustees receive safeguarding and child protection training needed to help them effectively scrutinise school safeguarding and child protection policies so that they can ensure policies are fit for purpose.
- Camden school for Girls has procedures in place to deal with allegations made against other pupils.

### **The School and Headteacher and senior leadership team (SLT)**

The Deputy Headteacher, Main School, is the DSL teacher for Camden School for Girls. In her absence child protection issues are deputised to the DDSL.

The head teacher and SLT will ensure that Camden School for Girls meets its statutory safeguarding duty by ensuring the following:

- All staff are aware of their role and responsibilities for safeguarding under Part 1 of the guidance *Keeping children safe in education (2025)*.
  - [Keeping children safe in education 2025](#)
- Staff are inducted thoroughly in line with section 5.1 of the [Safer recruitment and staff conduct policy for schools and colleges](#).

- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSFH.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the policy *Safer recruitment and staff conduct policy for schools and colleges*.
- Camden school for Girls offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

### **Role of the DSL**

The Deputy Headteacher, Kathia Derrar is the DSL teacher for Camden School for Girls. In her absence child protection issues are deputised to the DDSL Jenny Man.

The role of the DSL is to:

- liaise with and manage referrals to relevant agencies such as CSFH, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS) including keeping records of decisions made and the rationale for them
- keep the head teacher, SLT and the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process
- ensure Camden School for Girls' safeguarding and child protection policy is up to date and consistent with Camden's Safeguarding Children Partnership policies and that it is reviewed annually
- ensure that the Mental Health Policy is in place
- ensure all staff, including temporary staff, are aware of and understand the policy and procedures and are able to implement them through robust induction processes
- Attend regular training, including Prevent awareness training, and the designated teachers' meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices
- have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs

- liaise with the SENDCO when considering any safeguarding action for a child with special needs
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- liaise with CAMHS team as appropriate where the safeguarding concerns are linked to mental health issues
- raise awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes
- liaise with the Camden Virtual School Head in order to meet the educational needs of children known to CSFH
- liaise with the DSL for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child.
- provide a link between the school and other agencies, particularly CSFH and the Camden Safeguarding Children Partnership
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years, including online safety training, identifying the early signs of child-on-child abuse and sexual violence and sexual harassment
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- provide updates received from Camden
- encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate share relevant information with schools to enable continued support for the child transfer

### **Role of Head of Year**

Year heads have a pivotal role in leading on the implementation of safeguarding and Protection policy. They liaise with external agencies and maintain the accuracy of logs on our safeguarding system CPOMs.

### **Working with parents, carers and other agencies**

Camden School for Girls recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

Camden School for Girls will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff

- provide advice and signpost parents and carers to other services and resources where pupils need extra support
- the school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and working together to safeguard children
- as a relevant agency under the Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, the school/college recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.
- governors, school manager and the senior leadership team will ensure these safeguarding arrangements are followed and that the school is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Headteacher members and / or the Camden Learning representative.

Full details of the arrangements can be found at:

[Camden Safeguarding Children Partnership — CSCP — New Safeguarding Arrangements](#)

### **Contacting the police**

In the event that a criminal offence takes place on the school's premises or police assistance is needed to deal with incidents, then Camden School for Girls will follow the guidance set out in the NSPCC guidance [When to call the police](#).

### **Operation Encompass**

Camden school for Girls will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The DSL will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school.

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

Camden School for Girls will share details of the notification with as few staff members as possible in order to keep the information confidential, and the DSL will need to decide on the most appropriate staff member to be informed; this may be the form teacher or the Head of Year.

Camden School for Girls signed up to Operation Encompass, contact:  
Elisabeth Mavin PC 1351CN  
Islington Multi Agency Safeguarding Hub  
222 Upper Street London N1 1XR  
External: 0207 527 6166  
Elisabeth.C.Y.Mavin@met.police.uk  
MASH mailbox: NI-PublicProtectionDesk@met.pnn.police.uk

There is no need for Camden School for Girls to make a referral to CSCP following a notification as the police will have already referred the case to the MASH.

### **3 Safeguarding children**

Camden School for Girls will carry out its duty to safeguard pupils which is:

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

Camden school for Girls will refer to Camden’s thresholds and eligibility criteria (available at the link below) to help make decisions on the child’s level of need and the appropriate service to refer on for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services. [Thresholds-and-assessment-guidance-2024.pdf](#)

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

As schools have a legal basis to share information parental consent is not required for a referral to be made but parents will be informed that a referral is being made and their agreement sought.

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

#### **Early help cases**

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the

needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
  - children with mental health needs
  - young carers
  - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines
  - children who frequently go missing from home, school or care
  - children who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a Pupil Referral Unit
  - children who are misusing drugs or alcohol
  - children at risk of exploitation through modern slavery and trafficking
  - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse
  - children who have returned home from care
  - children who show early signs of abuse or neglect
  - children at risk of radicalisation
  - children at risk from honour-based abuse ie: FGM, forced marriage
  - children who have a parent in prison or who are affected by parental offending
  - privately fostered children
  - children who are persistently absent from school including for part of the school day
- 
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
  - If the child requires an early help service from another agency, Camden school for Girls will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
  - Where the child is receiving an Early Help service, the school will work as part of the Team around the Family and take up the role of lead professional where this is appropriate.
  - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

## **4 Child protection procedures**

### **Procedures to promote safeguarding**

- Attendance at case conferences and core groups
- Safe recruitment
- Record keeping
- Visitors to the Camden School site
- Whistle blowing
- Physical intervention and restraint
- Confidentiality and parental consent
- Allegations against staff
- Information and data monitoring

### **Attendance at case conferences and core groups**

The DSL will liaise with SS to ensure that all relevant information held by the school is provided to SS during the course of any child protection investigation.

The DSL will ensure that the school/college is represented at child protection case conferences and core group meetings.

Where possible, a member of staff who knows the child best, such as a Learning Mentor or a Head of Year will be nominated to attend, failing that, the DSL or their deputy will attend.

If no-one from the school/college can attend, the DSL will ensure that a report is made available to the conference or meeting.

### **Record keeping**

All records will be kept separate from academic records.

All records are confidential and will be securely filed.

The DSL will ensure that all welfare records are kept up to date and all new incidents recorded on CPOMS.

Copies of all correspondence with external agencies will also be uploaded to CPOMS.

### **Early help cases**

The school will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- children with mental health needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines

- children who frequently go missing from home, school or care
  - children who are misusing drugs or alcohol
  - children at risk of exploitation through modern slavery and trafficking
  - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse
  - children who have returned home from care
  - children who show early signs of abuse or neglect
  - children at risk of radicalisation
  - children at risk from honour-based abuse ie: FGM, forced marriage
  - privately fostered children
  - children who are persistently absent from school including for part of the school day
- Where the child's extra needs require services, consideration will be given to what early help support can be offered by the school.
  - If the child requires an early help service from another agency, the school will make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child but a referral will be made regardless of consent where the child is at risk of harm.
  - Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
  - Early help provision will be reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

### **Referral for a statutory social work service**

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the DSL or their deputy. Following consultation, the DSL should decide on whether to make a referral to CSCP via the Contact Service.

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

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

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a strategy meeting under child protection procedures for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

## Role of school

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

- Working together to safeguard children (*DfE 2023*)
- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115111/working-together-to-safeguard-children-2023-statutory-guidance.pdf)
- What to do if you're worried a child is being abused (*DfE2015*)
- [What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
- [London Safeguarding Children Procedures](https://www.london.gov.uk/what-we-do/what-services/childrens-services/london-safeguarding-children-procedures)
- Keeping children safe in education (DfE 2025)
- [Keeping children safe in education \(DFE 2025\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115111/keeping-children-safe-in-education-dfe-2025.pdf)
- In line with these policies and procedures, the school/college will:
- identify those pupils where there are child protection concerns and make a referral to CSFH
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing and liaising with the allocated social worker as required.

## Recognition

- Staff have a responsibility to identify those children who are suffering from abuse, neglect or exploitation and to ensure that any concerns about the welfare of a pupil are reported to the DSL.
- Staff should refer to the London safeguarding Children procedures for full definitions of abuse, harm and neglect.
  - [CP1. Recognising Abuse and Neglect \(london safeguarding children procedures.co.uk\)](https://www.london.gov.uk/what-we-do/what-services/childrens-services/london-safeguarding-children-procedures)
- Any concerns held by staff should be discussed in the first instance with the DSL or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.
- Concerns may be monitored over time and recorded on CPOMS by pastoral leads

## Dealing with disclosures

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

It is important that where staff have reason to believe a pupil is at risk of harm but there is no disclosure, they persevere, giving the pupil time and space to disclose when they feel

comfortable to do so. Any concerns should be shared with the DSL so that advice and support can be offered on how to support the pupil to engage. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.

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

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

## **Referral**

- Where possible, a decision on whether or not to refer a pupil to CSFH should be made by the DSL or their deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Children and Families Contact team social worker. The DSL should be informed as soon as possible.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the DSL. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a “no names” basis with the Contact team social worker to obtain advice on how to proceed.
- Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.
- If the child already has an allocated CSFH social worker, the referral should be made directly to them. If the child is not already known to CSFH, referrals should be made

to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.

- All referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.
- If Camden school for Girls does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with CSFH/Early help services via the DSL.

### **Attendance at case conferences and core groups**

- The DSL will liaise with CSFH to ensure that all relevant information held by the school is provided to CSFH during the course of any child protection investigation.
- The DSL will ensure that the school is represented at child protection case conferences and core group meetings:
  - where possible, a member of staff who knows the child best, such as a learning mentor or head of year will be nominated to attend
  - failing that, the DSL or their deputy will attend
  - if no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting

### **5 Monitoring**

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

- monitoring will be carried out by the Attendance Officer (Lynn Caufield) in conjunction with the DSL
- all information will be recorded on CPOMS, the school safeguarding system
- the DSL will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing

### **Records**

- Child protection records relating to pupils are highly confidential and as such the school uses CPOMS, an electronic safeguarding system to store all safeguarding files.
- The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- Records should show:
  - what the concerns were
  - what action was taken
  - whether any follow-up action was taken
  - how and why decisions were made

- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- Where a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school within 5 days.
- The DSL may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.
- Child protection records will only be kept until the pupil leaves the school.

### **Confidentiality and information sharing**

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent unless there are safeguarding concerns that need to be shared with CSFH and parents refuse consent or seeking consent would place the child at further risk.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues; otherwise, consent should be sought from parents.
- Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise, consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with CSFH and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSFH.
- Schools have a lawful basis for sharing information without parental consent where there are safeguarding risks. Parental consent to making a referral should be sought but if withheld, the referral must still be made and parents should be made aware of this.
- Parents should be informed of any referral unless this would cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to safeguard the child.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the

information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL.

## **6 Safe recruitment**

### **General principles**

Camden School for Girls recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable to do so and do not pose any kind of risk to children.

The school will follow the *Keeping children safe in education* guidance (DfE 2025).

- Camden School for Girls will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Disclosure and Barring Service to ensure they have not been barred from working with children.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training.
- Although the head teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The head teacher will be responsible for keeping a single central record of all staff and volunteers who regularly come into contact with pupils, to include details of all checks carried out and the outcome.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the school will:

- seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - ask to see the DBS disclosure prior to making any decision regarding the individual's employment
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.
- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.
  - Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
  - New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check.
  - For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
    - the nature of the role
    - what information is already known about the volunteer
    - what references from work or volunteering activity the volunteer has provided regarding suitability
    - whether the role is eligible for an enhanced DBS check
  - The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
  - Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
  - All volunteers will be fully inducted in relation to all school policies and procedures.

## **Checks to be taken out**

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.

- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher System Services to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.

Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.

- CSG is aware of the following central government guidance: -
  - Criminal records check for overseas applicants – Publications – GOV.uk
  - Employing overseas trained teachers from outside the EEA. Publications – GOV.uk
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The school will keep copies of the following documents on staff personnel files:
  - Documents used as proof of identity such as passports or driving licences
  - A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
  - Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers)

### **DBS checks / regulated activities**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Decisions on whether a person's role requires a DBS check will be made by the head teacher.

The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

## **7 Staff practice and conduct**

### **Induction and training**

- The Deputy Headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received and read all relevant staff policies.
- The school will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- Staff will confirm in writing that they have read all relevant policies to safeguarding.
- 
- School staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Partnership at the relevant level.
- As well as basic safeguarding training, the DSL and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by Camden SCB.
- Appropriate staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.

### **Conduct and safe teaching practice**

- The school expects staff to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff will be expected to follow the school's e-safety policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. They will sign an agreement before being given access to the school computer system.

### **Allegations against staff**

1. The Child Protection Allegation procedures against staff should be applied with common sense and judgement.
2. An allegation could fall into one of three categories:  
A member of staff has
  - behaved in a way that has harmed a child
  - possibly committed a criminal offence against, or related to, a child
  - behaved towards a child in a way that indicates that s/he is unsuitable to work with children

3. Any allegation from a member of the school community is reported to the DSL for child protection who then informs the Headteacher. The Headteacher would follow normal child protection guidelines in deciding if the allegation is sufficiently worrying to indicate a 'Child in Need'. The Headteacher would take advice from the Local Authority.
4. The Headteacher would meet with the person who is the subject of the allegation. A witness of the conversation should be present. If the person is a member of a union or professional association s/he should be advised to contact that body at the outset.
5. Every effort should be made to maintain confidentiality.
6. If the person tenders his or her resignation, this must not prevent an allegation being followed up in accordance with school child protection procedures. No compromise agreements can be made.
7. Clear and comprehensive confidential records should be made of any allegations. It is recommended that these be kept for ten years.
8. In the event of an allegation of abuse made against the Headteacher, the Chair of Governors is nominated to liaise with the local authority and/or partner agencies.
9. School children with heightened emotional grudges against teachers or the institution in general can use the very powerful tool of an abuse allegation in a malicious manner knowing that it will cause an immediate and very unpleasant situation for all concerned. Neither the Local Authority, police nor social services can require a school to suspend a member of staff. The power to suspend is vested in the Headteacher and governing body.
10. Procedure for managing allegations against staff where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (eg. domestic violence). This procedure should also apply against supply staff, even if they are employed by an agency.

Where a staff member is removed or resigns from the school prior to or following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[DBS checks: detailed guidance - GOV.UK](#)

### **Whistle blowing**

We fully support the legal duty of all staff, students and volunteers to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. Concerns should be raised with the Senior Leadership Team. Information should also be available to direct whistleblowers to the protected disclosure telephone number 0800 734199 should they not wish to speak to the SLT, the Ofsted whistleblowing line is 0300123 3155 and the NSPCC whistleblowing helpline is 0800 028 0285

## **Physical intervention and restraint**

Camden School staff would always resist the use of physical restraint and only use this intervention in line with the LEA policy Physical Intervention Policy for Schools and Centres.

Use of physical intervention and restraint for vulnerable pupils with learning and other disabilities, autism and mental health difficulties should be carefully monitored, as these pupils are more susceptible to experience physical intervention and restraint due to their circumstances. Schools should have regard for the department of Education guidance on reducing use of restraint available at;

[Reducing the need for restraint and restrictive intervention - GOV.UK](#)

## **Confidentiality and parental consent**

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.

Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

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

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

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from Camden's safeguarding lead officer or a duty social worker.

## **8 Health and safety and risk assessments**

### **Responsibility for health and safety**

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

Any health and safety policy adapted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[Health and safety: advice for schools - GOV.UK](#)

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

**Name:** Peter Revell/Yasemin Briant

**Designation:** Premises manager/Director of Finance & Operations

**Contact details:** 020 7485 3414 ext 350/109

## **Risk assessments**

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

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

## **Working with aggressive and violent parents**

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

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

## **Site security and visitors**

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The head teacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- In general, occasional visitors to the school such as parents will not be subject to DBS checks but their movement around the school will be supervised.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher/principal will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:

- informed to report to reception on arrival
  - expected to provide proof of identity
  - expected to wear a name-badge or carry some form of identification at all times when on the school premises
  - suitably supervised by school staff at all times
  - made aware of school health and safety procedures
- The head teacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
  - Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
  - Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

### **Alternative education provision**

- Whenever the school places a pupil with an alternative education provider, the school will remain responsible for safeguarding the pupil and will ensure that the setting meets the pupil's needs.
- The school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.
- The school will carry out a further risk assessment where they have been notified of any changes to safeguarding arrangements at the alternative provision.
- The school will keep records of the expected location of any pupil attending off-site provision during the school day and carry out reviews of alternative provision on a half-term basis to ensure the pupil continues to attend, taking appropriate action where safeguarding issues arise.

The school recognise that alternative provision may increase risk for vulnerable pupils and will follow the relevant government guidance:

[Arranging Alternative Provision - guide for LAs and schools](#)

[Education for children with health needs who cannot attend school - GOV.UK](#)

### **Use of the school premises by other organisations**

The school will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if the organisation can demonstrate it is able to keep children safe. The governing body or proprietor will ensure:

- the school's articles of trust or another incorporating document allows this

- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide copies of child protection policies and procedures and Camden School for Girls accepts these as adequate
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school
  - an internet search on the organisation
  - checks with Camden’s Community Groups and Schools Consultant (020 7974 7319)
  - checks with Prevent Education officer (020 7974 1008)
  - checks with Camden Community Safety and the local police (020 7974 2915)
- details of the agreement are recorded on the partnership agreement record with clear provision for the circumstances under which the agreement can be terminated by the school for breach
- Keeping children safe during community activities, after-school clubs and tuition: [non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Any allegations arising from incidents happening when the school is being used by another organisation should be dealt with by the school/college under the CSCP [Guidance for schools on dealing with allegations against staff and volunteers.](#)

### **Monitoring and review**

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

- the school policies are regularly monitored by the DSL and annually reviewed by the head teacher and governing body
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the head teacher has an overview of all accidents/incidents
- serious accidents and incidents are reported to the board of governors
- the DSL ensures a high standard of recording of all concerns held about children

### **Community policy for e-Safety**

At Camden School for Girls, we fully understand our responsibility to have a robust [Online Safety Policy](#) which is built around strong technological safeguards, safe practice guidelines and a comprehensive package of appropriate pastoral interventions. This policy has been divided into 3 sections which address responsibilities with our school community.

- a. Staff use of ICT
- b. Rules for Students
- c. Guidance for Parents

## **9 Children who are missing from education or home educated**

- if a child is educated at home the school must take her name off roll
- the school monitors pupils' attendance through the daily electronic registers and once a week with the EWO and head of year
- persistent absences are investigated by the EWO
- unexplained absences will also be investigated
- if a pupil is removed from the school's roll, the school will notify the local authority, School will arrange for work to be sent home to excluded pupils
- if a pupil leaves school without notification, the EWO will organise a home visit and will report to Camden education welfare service

## **10 Safeguarding vulnerable groups**

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

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

### **Children who have a social worker**

The school recognises that children who are receiving a social work service from CSFH and who are subject to child in need or child protection plans are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.

CSFH social workers will inform schools whenever a child is receiving a service and the DSL will keep a record of all pupils who have an allocated social worker and children who are living in kinship arrangements.

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

## **Children with special educational needs or disabilities (SEND)**

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

## **Domestic abuse and/or sexual violence**

Staff should be aware of the Domestic Abuse Act 2021 and have knowledge of the nature of domestic abuse and the harm it may cause to children who witness incidents, who are now considered to be victims of domestic abuse in their own right.

For more details, please refer to the CSCP guidance on domestic abuse. [CSCP-domestic-abuse-guidance-2025.pdf](#)

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

## **Privately fostered children**

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

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

## **Young carers**

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

If Camden school for girls has concerns about a pupil they believe to be a young carer, we can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.

[www.family-action.org.uk](http://www.family-action.org.uk)

## **Extra-familial harm and exploitation**

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

Camden School for Girls is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times.

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

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

These threats may be from within the community, from other pupils at Camden School for Girls or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision. Sources of harm and exploitation can include:

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

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence.

They may also be moved into the UK or around other towns and cities in the UK to facilitate their exploitation. The exploitation of the young person is a form of modern slavery and their forced movement is trafficking, both of which are criminal offences.

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

### **Child on child abuse**

The school will ensure that all staff are aware of child on child abuse and know what action to take when a pupil's behaviour is likely to cause harm to other pupils. This may be through:

- Bullying and cyberbullying
- Physical violence
- Sexual violence and sexual harassment
- Upskirting

- Sexting
- Initiation rites (hazing)

All incidents of child on child abuse will be dealt with under the Child on child and sexual violence and harassment guidance for schools and colleges available at:

<http://cscp.org.uk/professionals/schools-and-nurseries-safeguarding-policies/>

Where the harm is attributable to sexually abusive behaviour or sexual harassment, the school will follow the CSCP harmful sexual behaviour protocol.

Upskirting is defined as 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. It is now a criminal offence under the Sexual Offences Act 2003.

### **Harmful sexual behaviour, sexual violence and harassment**

- Camden School for Girls recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.
- All incidents involving sexual violence or sexual harassment between pupils will be dealt with under the *Child on child and sexual violence and harassment guidance for schools and colleges* and the *Harmful sexual behaviour* protocol. [CSCP-harmful-sexual-behaviour-protocol-2022.pdf](#).
- The school has put in place a planned PHSEE curriculum to help prevent harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct. Please see the website at [PSHE - The Camden School for Girls](#)
- The school promotes an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated and appropriate referrals made to the police and CSCP.
- The pastoral team will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.
- All incidents involving sexual violence or sexual harassment between pupils will be dealt with under the *Child on child and sexual violence and harassment guidance for school and colleges* and the *Harmful sexual behaviour* protocol. [Harmful Sexual Behaviours - Camden Safeguarding Children Partnership CSCP](#)
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the DSL.
- Where the allegation involves material posted online, the school/college will request that the electronic device is handed over as part of the investigation.
- The member of staff and DSL will write up a record of the investigation that will set out how the school will respond to the incident.
- The DSL may take advice from MASH social workers before making a decision.
- Where a referral will be made to CSCP or the police, the DSL will discuss the issue with the relevant agency and a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- The school will take necessary action to safeguard the victim and other pupils.

- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the Harmful sexual behaviour protocol.

## **Children at risk of sexual exploitation**

### **Signs and indicators:**

Overtly sexualised dress  
 Meeting people through social networking – sexting  
 Gang association  
 Experimenting with drugs/alcohol  
 Poor self-image, eating disorder, self-harm  
 Non school attendance  
 Poor behaviour  
 Appear with unexplained gifts, money or new possessions

The PHSEE curriculum which includes RSE (relationship and sex education) and draws on social and emotional aspects of learning, provides awareness of sexual exploitation and develop the knowledge and skills young people need to make healthy choices and recognise what is an unacceptable relationship and sexual behaviour [www.cscp.org.uk](http://www.cscp.org.uk).

## **County lines and criminal exploitation**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

### [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

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

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

County lines is the most common form of criminal exploitation in Camden and describes when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people have dedicated mobile phone ‘lines’ for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest. Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection.

## **Children at risk of female genital mutilation (FGM)**

It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. It is child abuse as it causes physical, psychological and sexual harm. If a pupil makes a disclosure of FGM, C.S.G will follow the mandatory reporting rules and make appropriate referral to the police as set out in the CSCP guidance.

Students are taught in PHSE what FGM is and where/how they can find support. This information is also on the [Camden School for Girls](#) website.

The Lead Learning Mentor attended a course 'Tackling FGM in Camden' organised by Camden local authority. The Heads of year were then trained by her to recognise the signs and issues linked to FGM. Any concerns regarding FGM must be passed to the school's DSL and reported to the police.

### **Signs and indicators:**

- family comes from a community that is known to practise FGM
- bladder or menstrual problems
- long holidays/absence
- depression

Online training programme FGM e-hearing (created by the home office)  
[www.cscp.org.uk](http://www.cscp.org.uk).

## **Children at risk of forced/underage marriage**

[Forced marriage - Detailed guidance - GOV.UK](#)

Forced marriage is when a pupil faces physical pressure to marry (eg threats, physical violence or sexual violence) or emotional and psychological pressure (eg if she is made to feel like she is bringing shame on her family).

Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

**Forced Marriage Unit:** [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

## **Children who run away/go missing**

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

The school needs to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. The school should refer to Camden's 'Children missing from education' policy and the CSCP (Camden Safeguarding Children's Partnership) missing children protocol for further details.

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

- *The Pupil Attendance Service must be notified of all decisions.*
- *If the child is already known to CSFH, their allocated social worker should be notified immediately.*
- *If the child is not known to CSFH, but the school has concerns about their welfare, the DSL should make a referral to CSFH.*

- Should a child be missing from school and the parents are not able to be contacted, the school will refer the case to the Education welfare service as soon as this becomes apparent. The school's EWO may then decide to investigate in conjunction with the police and Social Services.

### **Young people living with domestic or sexual violence**

Staff should be aware of the nature of domestic abuse and recognise the harm it may cause to children who witness incidents, including victims aged 16 and 17 years old who are experiencing abuse within their own intimate relationships. For more details please refer to the CSCP guidance on domestic abuse.

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-domestic-abuse-guidance.pdf>

The school will refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support. See Keeping Children Safe in education part 1, area A.

### **Young people at risk from gang activity or serious youth violence**

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and the school can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.

### **Young people at risk from online child sexual exploitation/sexual abuse**

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-multi-agency-guidance-on-child-sexual-exploitation.pdf>

The making, distribution and viewing of child sexual abuse images is instrumental in the ongoing sexual abuse of children, within organised abuse (sexual exploitation, sex rings and trafficking), within and outside the family and with adults and children, both known and unknown. Online abuse cannot be separated from offline abuse.

The UK legislates against the production, distribution and possession of abusive images of children (also known as child pornography). It is an offense to take, permit to be taken, make, possess, distribute or advertise indecent images (photographs or pseudo-photographs) of children (Protection of Children Act 1978 (England and Wales)).

It is a serious arrestable offence to seek out images of child abuse. Downloading and possession of such images carry maximum sentences of ten and five years respectively.

The UK laws which relate to child abuse images are:

- Protection of Children Act 1978 (England and Wales)
- Civic Government Act 1982 (Scotland)
- Sexual Offences Act 2003: Key Changes (England and Wales)
- Memorandum of Understanding: Section 46 Sexual Offences Act 2003

Grooming of children online is a faster process than usual grooming and totally anonymous. The abuser develops a 'special' relationship with the child online which remains a secret to enable an offline meeting to occur in order for the abuser to sexually harm the child.

Children's behaviour on the net is far less inhibited. They will talk about things and people and use language that they would not in their everyday lives and they are fearful of those close to them finding out what they have said. Hi-tech abuse must be reported following the school's normal child protection guidelines.

### **Trafficked children**

<https://cscp.org.uk/resources/child-trafficking-and-modern-slavery/>

There are a number of circumstances which could indicate that a child may have been trafficked to the UK and may still be being controlled by the traffickers or receiving adults.

#### **Signs and indicators:**

- Does not appear to have money but does have a mobile phone
- Is driven around by an older male or 'boyfriend'
- Is withdrawn and refuses to talk
- Shows signs of sexual behaviour or language
- Shows signs of physical or sexual abuse and/or has contracted a sexually transmitted disease
- Has limited freedom of movement
- Is known to beg for money

### **Privately fostered children**

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

The school has a legal duty to notify Camden of any pupil they know to be privately fostered. Private fostering is when a child is looked after for more than 28 days by someone who is not their parent/guardian, sibling, aunt/uncle or grandparent. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.

## Young carers

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

If the school has concerns about a pupil, they believe to be a young carer, it can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website. [www.family-action.org.uk](http://www.family-action.org.uk)

## Preventing children from being drawn into radicalisation and terrorism

The school/college have a duty to work in partnership to safeguarding children from being drawn into radicalisation and terrorism. This is set out in the [Prevent Duty guidance 2023](#).

The school/college will follow the DfE guidance on the above areas including a sample 'risk assessment' template.

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

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

- a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or
- that a child may be at risk due to a household or family member's radicalisation
- schools should also consider where a child may be considering mass violence which does not seem to be linked to a specific ideology as a concern which may benefit from Prevent support/advice

The guidance is available at: [CSCP-guidance-on-radicalisation-and-extremism-2022.pdf](#)

The school provides a robust PHSEE programme and invites skilled professionals to deliver speeches about tolerance, diversity and British values.

The main points of the PHSEE programme are:

- what it means to be extremist
- the difference between violent extremism and extreme views
- persuasion
- how people are influenced
- what it means to be British (British government, British laws)
- for more information, see [Support for Parents - The Camden School for Girls](#)

Camden School for Girls will follow closely any locally agreed procedures as set out by the local authority for safeguarding young people vulnerable to extremism and radicalisation and prior to making a referral C.S.G may get advice from the police school officer, the police Prevent Engagement Officers (Albert Simango, [albert.simango@camden.gov.uk](mailto:albert.simango@camden.gov.uk) or the Prevent Education Officer Jane Murphy, [jane.murphy@camden.gov.uk](mailto:jane.murphy@camden.gov.uk) or call 0207 974 1008)

## **Young people who are lesbian, gay, bi or trans (LGBT)**

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

## **Children and young people experiencing mental health issues**

Camden School for Girls recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

[CYP-mental-health-protocol.pdf \(cscp.org.uk\)](#)

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

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

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

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

The school/college will take account of the government guidance Mental health and behaviour in schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

## **Additional procedures**

Camden School for Girls provision:

- Mental Health Lead – Kathia Derrar
- Mental Health Assistant – David Aronson
- Mental Health Assessment
- Mental Health Policy

- Link with CAMHS
- Learning Mentors
- SENDCo
- School Nurse

The presence of mental and emotional issues in children and young people may indicate that they have experienced some form of trauma in their lives such as neglect, abuse, social exclusion or bereavement, requiring a joint response from mental health services and social care.

The CSCP is developing a multi-agency protocol on children and young people’s mental health that will provide schools and colleges with guidance on recognising and responding to pupil’s mental and emotional needs and when to make appropriate referrals to the **relevant mental health and social care service**.

### **Looked after and previously looked after children**

Camden School for Girls recognises that looked after and previously looked after children are particularly vulnerable due to their status and their pre-case expectations.

Camden School for Girls designated teacher for LAC has specialist knowledge of the issues faced by this cohort and for this reason, the DSL will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child.

### **Other relevant safeguarding policies**

Schools can access guidance on the following policies at [www.nspcc.org.uk](http://www.nspcc.org.uk) and [Department for Education - GOV.UK](http://www.gov.uk)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

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

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/p-reventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/p-reventing_and_tackling_bullying_march14.pdf)

Complaints

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](http://www.gov.uk)

Educational visits

Equality and diversity

Exclusion of pupils

<https://www.gov.uk/government/publications/school-exclusion>

Faith abuse

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

First aid and administration of medicines

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

No smoking (EYFS)

Mental health

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Physical intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use of reasonable force - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Sexting

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Gender-based violence/teenage relationship abuse

Trafficking

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/FE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/FE-00084-2011.pdf)

Health and safety

[Health and safety in schools - GOV.UK](#)

## Appendix 1:

### CHILD PROTECTION; DEFINITIONS AND INDICATORS

#### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

#### Possible indicators of abuse and neglect

<b>Neglect</b>	<ul style="list-style-type: none"><li>• Inadequate or inappropriate clothing</li><li>• Appears underweight and unwell and seems constantly hungry</li><li>• Failure to thrive physically and appears tired and listless</li><li>• Dirty or unhygienic appearance</li><li>• Frequent unexplained absences from school</li><li>• Lack of parental supervision</li></ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"><li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li><li>• When parents deliberately fabricate/induce illness</li><li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li><li>• High frequency of injuries</li><li>• Parents seem unconcerned or fail to seek adequate medical treatment</li></ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"><li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li><li>• Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend</li><li>• Continual, inappropriate or excessive masturbation</li></ul>

	<ul style="list-style-type: none"> <li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>
<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> </ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>

## **Appendix 2: Legal duties**

### **Human Rights Act 1998**

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

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

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

### **Equality Act 2010**

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

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see:

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Equality Duty**

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.

For more information please see: [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

## Staff ID & Visitor Passes

All staff should wear their ID Lanyard at all times.

All visitors must report to reception and sign in on arrival. You will be presented with the appropriate lanyard. Upon exit, you must sign out, and return your Lanyard. If the reception is closed, please sign out and drop your lanyard in the box provided.

	<b>ALL STAFF</b>
	<b>VISITORS WITH DBS</b>
	<b>VISITORS WITHOUT DBS</b> Must be accompanied by a Member of Staff at all times.
	<b>SUPPLY TEACHERS</b>
	<b>PERI MUSIC TEACHERS</b>
	<b>INVIGILATORS</b>
	<b>GOVERNORS</b>

***Visitors please note:***

You will be challenged if you are NOT wearing a lanyard, or unaccompanied wearing an orange lanyard. The safety of our students and staff is of paramount importance.



THE CAMDEN  
SCHOOL FOR GIRLS

# Child Safeguarding & Protection Policy Addendum March 2026



## **Child Safeguarding & Protection Policy 2025 /26**

### **Addendum as of March 2026**

#### **Working Together to Safeguard Children 2026 – summary of changes**

The updated guidance clarifies the expectation that safeguarding applies to all children, including those in kinship care, foster care, residential settings and adopted children where there are concerns.

There is a stronger emphasis on anti-racist and anti-discriminatory practice. Expectation to promote inclusive cultures and to challenge racism and discrimination in all forms.

The guidance also reinforces responses to hidden and complex harms, including child sexual abuse, coercive control, domestic abuse, teenage relationship abuse, online harms and group-based exploitation.

A key operational change is that Family Help now combines targeted early help and Section 17 support (i.e. LA financial support, accommodation etc), creating a more joined-up, multidisciplinary approach with one family help plan and more consistent practitioner relationships.

For multi-agency safeguarding arrangements, there is clearer accountability, stronger expectations around data sharing, disproportionality analysis and evidencing impact on children and families, including annual reporting requirements.

Child protection processes have also been strengthened for a more robust multi agency assessment, particularly around Section 47 enquiries (statutory investigation by local authority social services, often with police, when a child is suspected of suffering or risking significant harm including neglect), direct work with children, and multi-agency strategy discussions, especially where child sexual abuse is suspected.

The section on serious child safeguarding incidents has been updated with clearer understanding of the involvement of all agencies and the impact of their actions to improve timely and accurate notifications. Rapid reviews are now required within 15 working days of a serious incident notification.

#### **Appendix A: glossary**

New definitions added and policies for family group decision making (FGDM), group-based child sexual exploitation, honour-based abuse and kinship care arrangements.

#### **Appendix B**

Links to resources on the information sharing duty added as follows:

- Operation Encompass
- interim guidance for independent child trafficking guardians (ICTGs)
- child knife possession offences
- CSA centre guidance on communicating with children
- Prisoners' Families Helpline

Overall, the 2026 update places stronger focus on joined-up working, earlier support, robust child protection practice, and addressing inequality and hidden harm.

### **Camden Restrictive Interventions and Use of Reasonable Force Policy (April 2026) – summary of changes**

Restrictive interventions, restraint and reasonable force should only be used as a last resort to keep pupils and others safe. These measures must be necessary, proportionate and used only after de-escalation strategies have been tried where possible. They may be used to prevent injury, serious damage, serious disorder, or to remove a disruptive pupil from a situation.

Schools are expected to use behaviour management strategies, de-escalation techniques, risk assessments and individual behaviour support plans—especially for vulnerable pupils, including those with SEND, autism, mental health needs or trauma histories.

The policy clearly states that force must never be used as punishment and must never restrict a pupil's airway, breathing or circulation. Ground or prone restraint should be avoided and released immediately if it occurs unintentionally.

After any significant incident, schools must record it in writing the same day where possible and inform parents/carers as soon as practicable, ideally the same day. Records must include who was involved, what happened, why intervention was necessary, any injuries, and follow-up support.

In short: Camden's policy focuses on safety, minimal force, strong preventative planning, and clear reporting/accountability.