英國倫敦藝騰協會
Community Cohesion Advocates CIC

倫敦克尼 中文學校

LONDON HACKNEY CHINESE COMMUNITY SCHOOL

Safeguarding Children Policy

Version D updated in July 2026

Contents

1.0 Aims of this policy	P.2
2.0 Purpose of this policy	P.2
3.0 Principles	P.2
4.0 Equality Statement	P.5
5.0 Designated Safeguarding Head	P.5
6.0 Designated Safeguarding Governor	P.7
7.0 Recruitment	P.8
8.0 Volunteers	P.7
9.0 Induction and Training	P.8
10.0 Dealing with Concerns	P.9
11.0 Safeguarding in our organisation	P.9
12.0 Photographing Children	P.12
13.0 Confidentiality	P.12
14.0 Conduct of Staff	P.13
15.0 Physical Contact and Restraint	P.13
16.0 Allegations against members of staff	P.13
17.0 Implementation, Monitoring and Review	P.14
18.0 Parents and Carers	P.14
Appendix A: Contacts for safeguarding children	P.15
Appendix B: Key organisations and links to relevant publications	P.17
Appendix C: Safeguarding Children: Whistle Blowing	P.18
Appendix D: Definitions and Symptoms of Abuse	P.20
Appendix E: Keeping Children Safe in Education 2025 Update	P.23
Appendix F: Summary for Staff	P.24

SAFEGUARDING CHILDREN POLICY

"Safeguarding Children is Everyone's Responsibility"

1.0 AIMS OF THIS POLICY

1) To ensure that children and young people are effectively safeguarded from the potential risk of harm at Community Cohesion Advocates Community Interest Company (CCACIC) London Hackney Chinese Community School (LHCCS) and that the safety and wellbeing of the children and young people is of the highest priority in all aspects of our organisation's work.

2) To help CCACIC LHCCS maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

2.0 PURPOSE OF THIS POLICY

To ensure that all members of CCACIC LHCCS:

- are aware of their responsibilities in relation to safeguarding and child protection.
- know the procedures that should be followed if they have a cause for concern.
- know where to go to find additional information regarding safeguarding.
- are aware of the key indicators relating to child abuse.
- fully support the school's commitment to safeguarding and child protection.

This policy must be read alongside *'Working Together to Safeguard Children' (2023)* and *'Keeping Children Safe in Education' (2025).*

3.0 PRINCIPLES

3.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State at all times.

3.2 "Safeguarding and promoting the welfare of children means:

• providing help as soon as problems emerge

• protecting children from maltreatment, including online

• preventing impairment of mental and physical health or development

• ensuring safe and effective care

• enabling all children to have the best outcomes

3.3 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

3.4 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

3.5 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

3.6 CCACIC LHCCS seeks to adopt an open and accepting attitude towards children as part of its responsibility. We hope that parents and children will feel free to talk about any concerns and will see our organisation as a safe place if there are any difficulties at home.

3.7 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

3.8 In our organisation, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance *with 'London Child Protection Procedures and Practice Guidance'* (March 2020), issued by London Safeguarding Children Board.

3.9 As a consequence, we:

1) assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
2) accept that safeguarding children is required and is an appropriate function for all members of staff in the school;
3) recognise that safeguarding children in this school is a responsibility for all staff, including volunteers;
4) will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
5) will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies;
6) ensure that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the City & Hackney Safeguarding Children Partnership (CHSCP);
7) will share our concerns with others who need to know, and assist in any referral process;
8) will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to the City & Hackney Safeguarding Children Partnership (CHSCP);
9) safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual

or racial factors, disability or special educational needs, cyber bullying or Internet technologies;

10) ensure all staff are aware of cyberbullying and online safety, which includes any behaviour that causes distress, harm or humiliation through digital means. Staff must recognise that online risks fall into 4 categories: **content risks** (harmful or inappropriate material), **contact risks** (grooming, coercion or unwanted communication), **conduct risks** (bullying, harassment, or sharing harmful content), and **commerce risks** (fraud, scams or exploitation). The school will ensure appropriate **filtering and monitoring systems** are in place to reduce exposure to harmful online activity, and staff must report any concerns immediately to the DSL. Children will be taught **safe online behaviour**, including respectful communication, recognising unsafe situations, and knowing how to seek help. All staff are responsible for modelling positive online conduct, challenging inappropriate behaviour, and ensuring that any incident of cyberbullying or online harm is recorded and passed to the DSL within one working day.
11) will ensure that all staff are aware of the Child Protection Procedures established by the City & Hackney Safeguarding Children Partnership (CHSCP) and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
12) will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
13) will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
14) All staff should be alert to children who may benefit from Early Help, including those with SEND, mental health needs, young carers, children at risk of exploitation, or those experiencing family challenges such as domestic abuse, parental mental health, or substance misuse.
15) Early Help is support provided at the earliest stage when a child or family begins to struggle, to prevent issues from escalating into more serious safeguarding concerns. It involves identifying emerging needs, providing timely intervention, and collaborating with parents, guardians, and relevant agencies to improve a child's wellbeing, safety, and outcomes. Staff must be alert to children who may benefit from Early Help and report concerns to the Designated Safeguarding Lead, who will coordinate appropriate support.
16) Low-level concerns about staff: A low-level concern is any behaviour by a member of staff that does not meet the threshold of harming a child, but nevertheless causes unease, is inconsistent with the staff code of conduct, or could be interpreted as inappropriate. This includes behaviour that may appear trivial when viewed in isolation but could indicate a pattern over time. Examples include being over-familiar with a child, using unprofessional language, favouring particular pupils, or breaching professional boundaries. All low-level concerns must be reported to the Designated Safeguarding Lead immediately and recorded. The purpose of reporting low-level concerns is to maintain a transparent safeguarding culture, enable early intervention, and protect both children and staff. Low-level concerns are not allegations of harm; however, if a concern suggests a member of staff may have harmed a child, may pose a risk of harm, or may have behaved in a way that indicates they are unsuitable to work with children, it must be treated as an allegation.
17) Please refer to the LHCCS 'Early Years Toileting Policy' for our School's approach towards the toileting needs of younger children

4.0 EQUALITY STATEMENT

4.1 CCACI LHCCS will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

4.2 We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

5.0 DESIGNATED SAFEGUARDING LEADS

5.1 The Designated Safeguarding Leads for safeguarding and child protection in this school are:

Dr. Bonnie Kwok MBE

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no.: 07949431548

Email address: bonniekwok88@hotmail.com

Mr. Ben Lau

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no.: 07876114453

Email address: benowlau64@gmail.com

5.2 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

5.3 The school recognises that:

1) the Designated Safeguarding Lead must have the status and authority within the management structure to carry out the duties of the post – they must therefore be a senior member of staff in the organisation.
2) all members of staff (including volunteers) must be made aware of who this person is and what their role is.
3) The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases.
4) The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
5) They should possess skills in recognising and dealing with child welfare concerns.
6) Appropriate training and support should be given.
7) The Designated Safeguarding Lead is the first person to whom members of staff report concerns.

8) The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the City & Hackney Safeguarding Children Partnership (CHSCP).
9) The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the Headteacher. In this case, the Designated Safeguarding Lead is responsible for dealing with allegations made against members of staff as she is also the Headteacher.

5.4 To be effective they will:

1) Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
2) Cascade safeguarding advice and guidance issued by the City & Hackney Safeguarding Children Partnership (CHSCP).
3) Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
4) Ensure each member of staff and volunteers at our organisation and regular visitors (such as supply teachers) are aware of and can access readily this Safeguarding Children Policy.
5) Liaise with the headteacher (who is also the Designated Safeguarding Lead) to inform her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role (see Appendix A of this document for contact details).
6) Ensure that this policy is updated and reviewed every year and work with the designated governor for child protection to ensure this takes place.
7) The Designated Safeguarding Lead must keep detailed, accurate and secure written records of all safeguarding concerns, disclosures, referrals and actions taken. Records must include a clear chronology of events so that patterns of concern can be identified over time. Each child must have a separate child protection file, stored securely and separately from the main pupil record, with restricted access. When a child moves to another school, the child protection file must be transferred securely, either by hand or via a secure digital method, and the receiving school must acknowledge receipt. A copy of the chronology should be retained by LHCCS. All safeguarding records must be kept in accordance with statutory retention periods, normally until the child's 25th birthday, unless local authority or national guidance requires longer. Staff must ensure that all records are factual, timely, signed, dated, and passed to the DSL without within one working day.
8) Ensure all our service users are aware of our Safeguarding Children Policy in order to alert them to the fact that our organisation may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may help avoid later conflict if the school has to take appropriate action to safeguard a child.

5.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

1) Attend training on how to identify abuse and know when it is appropriate to refer a case.
2) Have knowledge of the City & Hackney Safeguarding Children Partnership (CHSCP).
3) Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
4) Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs, enabling them to identify and report any concerns to the designated Safeguarding Lead immediately.

6.0 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is:

Dr. Michael Wan

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no. 07881460143 (Mon – Fri 6pm to 9pm)

Email address: siupong@gmail.com

6.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

6.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.

6.3 The Governors will review safeguarding practices in our organisation annually, to ensure that:

1) Our organisation is carrying out our duties to safeguard the welfare of children who use our services, including LHCCS.
2) Hold regular monitoring meetings with the designated safeguarding lead with an agreed focus.
3) Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate.
4) Child protection is integrated into the school induction procedures for all new members of staff and volunteers.
5) Our organisation follows the procedures agreed by the City & Hackney Safeguarding Children Partnership (CHSCP).
6) All staff and volunteers will be vetted to ensure that only persons suitable to work with children shall work in our organisation.
7) Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with the City & Hackney Safeguarding Children Partnership (CHSCP) procedures.

7.0 RECRUITMENT

7.1 Recruitment at LHCCS must follow safer recruitment principles to ensure that only individuals suitable to work with children are appointed.

7.2 In addition to identity, right-to-work, qualifications and reference checks, the school will carry out appropriate online checks on shortlisted candidates to identify any publicly available information that may raise safeguarding concerns.

7.3 All staff engaged in regulated activity will undergo an enhanced DBS check with barred list information, and teaching staff will also be subject to prohibition from teaching checks.

7.4 Individuals appointed to management positions will receive Section 128 checks to confirm they are not prohibited from taking part in the management of schools.

7.5 Volunteers who do not yet have an Enhanced DBS certificate may only begin their role following a written risk assessment, must be supervised at all times, and may not work in one-to-one situations with children. The school is committed to maintaining an ongoing safeguarding culture, ensuring that safer recruitment is not limited to the appointment process but continues throughout employment via supervision, training, professional conduct expectations, and prompt reporting of any concerns about staff behaviour.

8.0 VOLUNTEERS

8.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in our organisation, in whatever capacity, will be recruited in line with our Recruitment Policy and Procedure.

9.0 INDUCTION & TRAINING

9.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

9.2 All new staff at our organisation, including volunteers, will receive a copy of this Safeguarding Children Policy on starting their work at our organisation.

9.3 All staff are required to undertake *the 'Awareness of Child Abuse and Neglect'* course, and this will enable them to fulfil their responsibilities in respect of child protection effectively.

9.4 All staff will attend a refresher training course on an annual basis.

10.0 DEALING WITH CONCERNS

10.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.

10.2 Their concerns should be reported to the Designated Safeguarding Lead immediately (see Appendix A of this document for contact details).

10.3 All causes for concern must be recorded and must be passed to the Designated Safeguarding Lead immediately (see Appendix A of this document for contact details).

10.4 The Designated Safeguarding Lead will decide on the appropriate actions.

11.0 SAFEGUARDING IN OUR ORGANISATION

11.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

11.2 Our organisation will ensure that bullying and racial harassment are identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded and reported to the Local Authority.

11.3 We will ensure that 'child-on-child abuse' (peer-on-peer abuse) are identified and dealt with so that any harm caused can be minimised. 'Child-on-child abuse' includes:

- sexual violence
- sexual harassment
- harmful sexual behaviour
- upskirting
- online peer-on-peer abuse
- reporting and recording expectations

11.4 Prevent, radicalisation, or extremism

LHCCS has a duty under the Prevent strategy to safeguard children from the risk of radicalisation and extremism. Radicalisation refers to the process by which a person comes to support extremist ideologies, and extremism includes vocal or active opposition to fundamental British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance. Staff must be alert to indicators that a child may be vulnerable to radicalisation, including isolation, sudden changes in behaviour, exposure to extremist content online, or expressions of extremist views. All staff must report concerns immediately to the Designated Safeguarding Lead, who will consider whether a referral to Channel or other safeguarding partners is appropriate. Prevent is a safeguarding duty, not a criminal one, and focuses on early intervention and support. The school will promote an environment of

mutual respect, critical thinking, and safe online behaviour, ensuring that pupils are protected from extremist content and misinformation. Staff must model inclusive behaviour, challenge discriminatory language, and ensure that any concerns, however small, are recorded and passed to the DSL within one working day.

11.5 Children with Special Educational Needs and Disabilities (SEND)

Children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges. They can be disproportionately vulnerable to abuse, neglect, bullying, child-on-child abuse, and online harm. Staff must recognise that children with SEND may have communication barriers, reduced capacity to recognise unsafe situations, or greater dependence on adults, which can increase risk. Behavioural changes in children with SEND should never be dismissed as part of their condition; they may be indicators of abuse or distress. Staff must take extra care to ensure that children with SEND are listened to, supported to express concerns, and provided with safe opportunities to communicate in ways that work for them. All concerns relating to children with SEND must be reported to the Designated Safeguarding Lead immediately and recorded with clear detail. The school will work closely with parents, carers, and external professionals to ensure that safeguarding plans reflect each child's individual needs and vulnerabilities.

11.6 Children with mental health needs

Children with mental health needs may be particularly vulnerable to safeguarding risks. Changes in a child's emotional state, behaviour, attendance, or engagement may be early indicators of underlying mental health difficulties or of abuse, neglect, or exploitation. Staff must never assume that concerning behaviour is "just" a mental health issue; all changes must be taken seriously and may require safeguarding action. Staff should be alert to signs such as withdrawal, anxiety, low mood, sudden aggression, self-neglect, or expressions of hopelessness, and must report any concerns to the Designated Safeguarding Lead (DSL) immediately. The DSL will consider whether the child would benefit from Early Help, additional pastoral support, or referral to external services. The school will work closely with parents, carers, and relevant professionals to ensure that safeguarding plans reflect the child's mental health needs and that appropriate support is in place. Staff must create a safe, calm, and supportive environment, listen carefully to children, and ensure that all concerns are recorded accurately and passed to the DSL within one working day.

11.7 Children in alternative provision (AP)

Children placed in AP may be at increased safeguarding risk, and LHCCS has a duty to ensure that any AP setting used is safe, suitable, and able to meet the child's needs. Before a placement begins, the school must obtain written confirmation that the AP provider has completed all required safeguarding checks, including DBS checks, safer recruitment processes, staff training, and site-specific risk assessments. The DSL must record the full address of the AP site, including any satellite locations, and maintain regular communication with the provider to monitor attendance, wellbeing, and progress. Staff must be alert to the additional vulnerabilities faced by children in AP, including isolation, reduced supervision, inconsistent routines, or

exposure to unsafe environments. The DSL will review each placement regularly and take immediate action if concerns arise, including ending the placement if it is no longer safe or appropriate. All safeguarding concerns relating to children in AP must be recorded, reported promptly, and followed up in collaboration with the AP provider and relevant safeguarding partners.

11.8 Young carers

Young carers may face significant additional safeguarding risks due to the responsibilities they carry at home, including caring for a parent or sibling with physical or mental health needs, disability, or substance misuse issues. These responsibilities can impact their well-being, attendance, emotional development, and ability to engage fully in learning. Staff must be alert to indicators that a child may be a young carer, such as persistent tiredness, anxiety, social withdrawal, lateness, or difficulty completing homework. Young carers may be reluctant to disclose their situation due to fear of stigma or family separation, so staff must create a supportive environment in which children feel safe sharing concerns. Any worries about a child's caring role must be reported to the Designated Safeguarding Lead, who will consider whether the child would benefit from Early Help, referral to local young carer support services, or wider multi-agency involvement. The school will work sensitively with families to ensure that safeguarding plans recognise the child's caring responsibilities and promote their safety, wellbeing, and access to education.

11.9 Private fostering

A private fostering arrangement occurs when a child under 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more, and the arrangement is made privately without the involvement of the local authority. Staff must be alert to situations that may indicate private fostering, such as a child living with a family friend, distant relative, or another adult due to family circumstances, migration, parental separation, or cultural arrangements. Any member of staff who becomes aware that a child may be in a private fostering arrangement must inform the Designated Safeguarding Lead immediately. The DSL has a legal duty to notify the local authority, which must assess the suitability of the arrangement and provide support to the child and carer. Staff must continue to monitor the child's wellbeing and ensure that any concerns are recorded and passed to the DSL within one working day. The school will work collaboratively with the local authority, carers, and parents to ensure that the child's safety, welfare, and educational needs are fully supported.

11.10 Gender questioning children

Children who are gender questioning may experience uncertainty, distress, or confusion about their gender identity, and this can create additional safeguarding vulnerabilities. LHCCS will follow the DfE Guidance on Gender Questioning Children (2024) and KCSIE 2025, ensuring that any support provided is safe, lawful, and developmentally appropriate. Staff must not make assumptions about a child's needs or encourage social transition. Instead, they must report any concerns or requests relating to gender questioning to the Designated Safeguarding Lead, who will coordinate a careful, child-centred response. Decisions will always prioritise the child's

wellbeing, safety, and best interests, involve parents/carers unless doing so would place the child at risk, and follow statutory safeguarding procedures. Staff must maintain professional boundaries, use the child's legal name and sex in all official records, and ensure that any safeguarding concerns, however small, are recorded and passed to the DSL without one working day.

12.0 PHOTOGRAPHING CHILDREN

12.1 We understand that parents like to take photos of or video record their children in activities run by our organisation, such as celebrations and presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

12.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

12.3 We cannot be held accountable for photographs or video footage taken by parents or members of the public at our organisation's functions.

12.4 At the start of each academic year, parental consent to the taking and use of photographs and videos will be updated for each student of LHCCS.

13.0 CONFIDENTIALITY AND INFORMATION SHARING

13.1 LHCCS processes personal data in accordance with the Data Protection Act 2018 and UK GDPR. Safeguarding information is handled with the highest level of care, ensuring that records are accurate, relevant, secure, and shared only when necessary. Staff must understand that data protection legislation is not a barrier to sharing information where a child is at risk of harm. Information may be shared lawfully under several UK GDPR lawful bases, including public task (performing a function in the public interest), vital interests (protecting life), and legal obligation. When concerns arise, staff must share information with the Designated Safeguarding Lead promptly, even if consent has not been obtained, where doing so is necessary to safeguard a child. All records must be stored securely, with access restricted to authorised staff only. The DSL will ensure that information shared with external agencies is proportionate, relevant, and documented, and that parents/carers are informed where appropriate unless doing so would place a child at increased risk.

13.1 All members of staff at our organisation, will ensure that all data about children and young people handled in accordance with the requirements of the law, and any national and local guidance.

13.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

13.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information within one working day to the designated Safeguarding Lead (see Appendix A of this document for contact details).

14.0 CONDUCT OF STAFF

14.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

14.2 All staff must maintain professional boundaries at all times to ensure safe, respectful and appropriate relationships with children. This includes using professional language, avoiding over-familiar behaviour, keeping communication focused on learning and wellbeing, and ensuring that physical contact is always appropriate, necessary and child-centred. Staff must not share personal contact details with pupils, engage in private social media communication, or place themselves in situations that could be misinterpreted or compromise their professional role. Any breach of professional boundaries, however small, must be reported to the Designated Safeguarding Lead immediately, in line with the school's procedures for low-level concerns and allegations.

14.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the City & Hackney Safeguarding Children Partnership (CHSCP), we will view this as misconduct, and take appropriate action.

14.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at our organisation. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

14.5 There are a range of mechanisms in place to ensure that children and young people feel comfortable to express their concerns to adults for example:

- Through encouragement to discuss issues at school assemblies
- An open approach to discussing issues with staff

15.0 PHYSICAL CONTACT AND RESTRAINT

15.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour.

16.0 ALLEGATIONS AGAINST MEMBERS OF STAFF

16.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
- Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.

16.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the City & Hackney Safeguarding Children Partnership (CHSCP).

16.3 The Headteacher will handle such allegations, unless the allegation is against the Headteacher, when the school governors will handle the school's response.

16.4 The Headteacher (or school governors) will collate basic information about the allegation, and report these within one working day to the Local Authority Designated Officer (L.A.D.O.) (see Appendix A of this document for contact details). The L.A.D.O. will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

16.5 The Headteacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the L.A.D.O.

17.0 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

17.1 All teachers in LHCCS will receive a copy of this *'Safeguarding Children Policy'* and will be asked to confirm that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

17.2 Safeguarding will be a standing item on the agenda at each full governing body meeting.

17.3 Parents and students will be consulted via the Parents' annual survey.

18.0 PARENTS AND GUARDIANS

18.1 Parents and guardians will be informed that they can have a paper copy of this *'Safeguarding Children Policy'* on request.

18.2 We will be proactive in our consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

Appendix A

Contacts for safeguarding children

If you think a child is at risk of immediate harm, please contact the police by calling 999.

Designated Safeguarding Leads in LHCCS

Dr. Bonnie Kwok

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no.: 07949431548

Email address: bonniekwok88@hotmail.com

Ben Lau

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no.: 07876114453

Email address: benowlau64@gmail.com

Designated Governor in LHCCS

Dr. Michael Wan

Address: 32, Butcher Drive, Huntingdon PE29 2NL

Telephone no. 07881460143 (Mon – Fri 6pm to 9pm)

Email address: siupong@gmail.com

Local Authority Designated Officer (L.A.D.O)

Telephone no.: 020 8356 8982

Email: LADO@hackney.gov.uk

City & Hackney Safeguarding Children Partnership (CHSCP).

Telephone no.: 0208 356 4183

Address: City & Hackney Safeguarding Children Partnership (CHSCP), 4th Floor, Hackney Learning Trust, 1 Reading Lane, Hackney E8 1GQ

Hackney First Access Screening Team (FAST)

Telephone no.: 020 8356 4844

City of London Children & Families Team

Telephone no.: 020 7332 3621 - Monday to Friday, 9am-5pm only

020 8356 2710 - at all other times, including weekends and bank holidays

NSPCC - 24 Hour helpline

Web: https://www.nspcc.org.uk/

Help for adults concerned about a child - 0808 800 5000

Help for children and young people - Call Childline on 0800 1111

Ofsted

Email: enquiries@ofsted.gov.uk, CIE@ofsted.gov.uk

Telephone no: 0300 123 1231 (8am to 6pm, Monday to Friday), 0300 123 4666

Hackney Learning Trust

Address: Technology & Learning Centre (TLC), 1 Reading Lane London E8 1GQ

Tel: 020 8820 7000

Email: info@learningtrust.co.uk

Appendix B

Key organisations and links to relevant publications

City of London & Hackney Safeguarding Children Partnership

The key statutory body for agreeing how organisations co-operate to safeguard and promote the welfare of children and young people in the City of London and Hackney.

London Child Protection Procedures and Practice Guidance

https://www.londoncp.co.uk/

HM Government

'Working Together to Safeguard Children' (2023)

'Keeping Children Safe in Education' (2025)

Children Act 2004

http://www.legislation.gov.uk/ukpga/2004/31/section/11

'What to do if you're worried a child is being abused' (March 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

People working with children should be guided by these four principles:

- children have a right to be safe and should be protected from all forms of abuse and neglect;
- safeguarding children is everyone's responsibility;
- it is better to help children as early as possible, before issues escalate and become more damaging; and
- children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

Appendix C

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Headteacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing:

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing?

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern?

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact any of the School Governors, or the City & Hackney Safeguarding Children Partnership (CHSCP)
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Appendix D

Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

- Behaviour changes/wet bed/withdrawal/regression
- Finger marks
- Frequent unexplained injuries
- Broken bones
- Afraid of physical contact
- Cuts and grazes
- Violent behaviour during role play
- Cigarette burns
- Unwillingness to change clothes
- Cowering
- Aggressive language and use of threats
- Bruising in unusual areas
- Changing explanation of injuries
- Not wanting to go home with parent or carer

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

- Lack of appropriate clothing
- Dirty
- Cold – complaining of
- Body sores
- Hunger – complaining of
- Urine smells
- Unkempt hair
- No parental interest
- Not wanting to communicate Behaviour problems

- Attention seeking Lack of respect
- Often in trouble – police
- Bullying
- Use of bad language
- Always out at all hours
- Lack of confidence – low self-esteem Stealing
- Jealousy
- Significantly underweight

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

- Inappropriate behaviour – language
- Withdrawn
- Change of behaviour
- Role play
- Rejecting physical contact or demanding attention Rocking
- Physical evidence – marks, bruising Knowledge
- Pain going to toilet, strong urine Stained underwear
- Bruising/marks near genital area
- Drawing – inappropriate knowledge
- Relationships with other adults or children for example, being forward

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Bad behaviour
- Aggression
- Behaviour changes
- Bribery by parent
- Self-infliction
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy

- Afraid of authoritative figures
- Treating others as you have been treated
- Picking up points through conversation with children

Appendix E

Keeping Children Safe in Education (KCSIE) 2025 Update

The 2025 update is described as "largely technical" but includes important practical changes:

Online safety strengthened

- "Content risks" now explicitly include misinformation, disinformation, and conspiracy theories.
- Clearer expectations for filtering and monitoring.
- New references to Generative AI: product safety expectations.

Alternative provision oversight

Schools must now:

- Obtain written confirmation of safeguarding checks from AP providers
- Record AP addresses and satellite sites
- Review placements regularly and end them if unsafe

Preventative education

- Links to revised Relationships, Sex and Health Education guidance (published July 2025)
- Expectations around gender questioning children (to be referenced in future versions)

Attendance as safeguarding

Attendance is reinforced as a safeguarding issue, not just a pastoral one.

- **Annex F**

Annex F provides a line-by-line list of changes from the 2024 version.

Further Information

- Department for Education Safeguarding Guidance: https://www.gov.uk/education/safeguarding-pupils
- *'Working Together to Safeguard Children'* (2023)
- *'Keeping Children Safe in Education'* (2025)
- Safeguarding Inspection Preparation Checklist for Headteachers

https://headteacherchat.com/resources/safeguarding-inspection-preparation-checklist-for-headteachers

- Recruitment and Selection Process Checklist, based on KCSIE 2024

https://headteacherchat.com/resources/recruitment-and-selection-process-checklist-based-on-kcsie-2023-fnzav

Appendix F

Safeguarding Summary for All Staff

A quick-reference guide for teachers, assistants, volunteers and governors at LHCCS.

1. Your Core Responsibilities

- Safeguarding is everyone's responsibility.
- You must act immediately if you are worried about a child.
- You must report concerns to the Designated Safeguarding Lead the same day, do not wait.
- You must never investigate concerns yourself.

2. Who to Contact

Designated Safeguarding Lead (DSL) Dr Bonnie Kwok MBE — 07949 431548 — bonniekwok88@hotmail.com

Deputy DSL Ben Lau — 07876 114453 — benowlau64@gmail.com

Designated Safeguarding Governor Dr Michael Wan — 07881 460143 — siupong@gmail.com

If a child is at immediate risk, call 999.

3. What You Must Report

You must report ANY concern, including:

- Physical injury or unexplained marks
- Emotional distress, fear, withdrawal, sudden behaviour changes
- Neglect indicators (hunger, tiredness, poor hygiene)
- Sexualised behaviour or language
- Concerns about a child's mental health
- Domestic abuse indicators
- Online risks (bullying, grooming, harmful content)
- Child-on-child abuse (bullying, sexual harassment, sexual violence, upskirting)
- Concerns about a colleague's behaviour (including low-level concerns)

If you feel uneasy, unsure, or something feels wrong, you must report it.

4. How to Report a Concern

1. Write down what you saw/heard - facts only.
2. Record the date, time, child's name, and your signature.
3. Give the record to the Designated Safeguarding Lead immediately.
4. Do not discuss the concern with other staff or parents.
5. Do not promise confidentiality to a child — explain you must keep them safe.

5. Listening to Children

If a child speaks to you:

- Stay calm and listen.
- Do not ask leading questions.
- Reassure them they've done the right thing.
- Tell them you must pass this on to keep them safe.
- Report to the Designated Safeguarding Lead straight away.

6. Child-on-Child Abuse

This includes:

- Bullying (including online)
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Physical aggression
- Upskirting

All incidents must be reported to the Designated Safeguarding Lead. Never dismiss behaviour as "normal" or "just children".

7. Online Safety

Staff must be alert to:

- Harmful content
- Harmful contact (grooming, coercion)
- Harmful conduct (bullying, sexting)
- Harmful commerce (scams, exploitation)

Report any online concerns immediately.

8. Vulnerable Children

Be especially alert to safeguarding risks for:

- Children with SEND
- Children with mental health needs
- Young carers
- Children experiencing domestic abuse
- Children with language barriers
- Children newly arrived in the UK

These children may find it harder to communicate concerns.

9. Staff Conduct

You must:

- Maintain professional boundaries at all times

- Avoid being alone with a child where possible
- Use school-approved communication channels
- Never give personal contact details to pupils
- Never use physical contact unless necessary for safety
- Report any concerns about staff behaviour (including low-level concerns)

10. Allegations or Concerns About Staff

Report immediately to the Headteacher/Designated Safeguarding Lead. If the concern is about the Headteacher, report to the Safeguarding Governor.

Do not investigate. Do not speak to the staff member involved.

11. Confidentiality & Information Sharing

- Share information only with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- You must share information if a child is at risk — GDPR allows this.
- All safeguarding records are stored securely.

12. Training Requirements

All staff must:

- Complete annual safeguarding training
- Read Part 1 of 'Keeping Children Safe in Education'
- Know how to report concerns
- Know who the Designated Safeguarding Leads are
- Attend updates provided by the school

13. If You're Unsure

If you are ever uncertain, speak to the Designated Safeguarding Lead. It is always better to report than to stay silent.