

The Children's House

SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

This policy is reviewed regularly. It was adopted by the Council of Management on:

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INTRODUCTION

All children have the right to be safe from harm and abuse.

Section 175 of the Education Act 2002 and Keeping Children Safe in Education July 2015 place a duty upon everyone working in this school to safeguard and promote the welfare of children.

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that 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 life chances.

Our school will fulfil local and national responsibilities in line with the following:

- Working together to Safeguard Children 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Keeping Children Safe in Education 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- As part of induction all staff must read and understand Part One of Keeping Children Safe in Education and sign to say they have done so.
 - (a) 5th Edition London Child Protection Procedures 2017
[London Safeguarding Children Board: Child Protection Procedures](#)
 - (b) What to do if you’re Worried a Child is being Abused March 2015
[What to do if you’re worried a child is being abused – Publications – GOV/UK](#)
 - (c) Information Sharing July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
 - (d) Mental Health and Behaviour in Schools March 2016

All school staff are knowledgeable about what constitutes abuse and know the signs and symptoms of abuse.

The school is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race,

culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguarding and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to the policy and follow the school's procedures and guidance at all times. For the purposes of this document, the term 'staff' will apply to those listed above.

Because of their day-to-day contact with children, staff in this school are well placed to observe possible signs of abuse in children.

It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Safeguarding Lead as a matter of priority or to the deputy Designated Safeguarding Lead in the absence of the former.

OVERALL AIMS OF THIS POLICY

The purpose of our Child Protection Policy is to:

- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority
- Provide a framework to support staff in identifying concerns that a child may be suffering harm of abuse thereby enabling them to report those concerns without delay
- Maintain an environment where children feel secure and are listened to and contribute to the establishment of a safe, resilient and robust ethos in the school built on mutual respect and shared values
- Identify and protect the most vulnerable, identify individual needs where possible and developing plans to meet those needs
- Ensure that the school has sufficient Designated Safeguarding Leads to enable one of them to be available or contactable at all times during the school day
- Develop and promote effective working relationships with pupils, parents and with partner agencies
- Provide a systematic means of monitoring children who are thought to be at risk of harm or who are subject to child protection plans
- Provide structured procedures within the school which will be followed by all staff when there are concerns about a child
- Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education, the Disclosure & Barring Service and Islington Council.
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer in accordance with the Department of Education Keeping Children Safe in Education, Part 4, with the involvement of the Principal Officer, Safeguarding in Education, Michelle Viridi, on 020 7527 5845/3747 and the Local Authority Designated Officer (LADO) on LADO@islington.gov.uk , Safeguarding & Quality Assurance, Children's Social Care on 020 7527 8102/8066.

KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2018: STAFF RESPONSIBILITIES

For the purposes of this document the term 'staff' will apply to teaching and non-teaching staff, temporary, peripatetic and supply staff, clerical and domestic staff, work experience students and volunteers.

1. All staff must read and sign to say they have read and understood, Part One of Keeping Children Safe in Education and follow these guiding principles from DfE "What To Do If You're Worried A Child Is Being Abused: Advice For Practitioners March 2015":
 - 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
 - Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.
2. All staff must take action to protect a child in circumstances where a child is suffering significant harm or is at risk of doing so.
3. All staff must take action to promote the welfare of a child in need of additional support even if they are not suffering harm or are at immediate risk.
4. The school will have a Designated Safeguarding Lead and Deputy on each site who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
5. It is the responsibility of all staff working with children in the school to report any concerns about a child to the Designated Safeguarding Lead immediately or to the Deputy DSL in her absence.
6. All staff have a responsibility to provide a safe environment in which children can learn.
7. All staff have a duty to work with the designated safeguarding leads in the school and may also be required to support social workers to take decisions about individual children.
8. Any member of staff can make a referral. Any staff member can refer a concern to children's social care directly by contacting Children's Services Contact Team on 020 7527 7400. If at any point the member of staff believes there is a risk of immediate serious harm to a child a referral should be made immediately. Concerns should always lead to help for the child at some point. If a child's situation does not appear to be improving the staff member with concerns should press Children's Services for re-consideration.

THE CATEGORIES OF ABUSE AND SIGNS AND INDICATORS

All school staff must be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Staff must be aware of wider safeguarding issues and that behaviours linked to drug taking, alcohol abuse, truancy and sexting, put children in danger.

There are four categories of abuse. The definition of each category is set out below with a non-exhaustive list of possible signs and symptoms.

The possible signs of abuse/neglect include:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school e.g. a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones such as learning to speak or walk late, with no medical reason
- Children who are regularly missing from school or education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality or who are consistently late being picked up
- Parents who are dismissive and non-responsive to concerns raised by teachers or other delegated staff in school
- Parents who collect their children from school when drunk or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movement

PHYSICAL ABUSE:

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

Recognising physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries

- Improbable explanations for injuries/parent undisturbed by accident/injury
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Bruising:

Children can have accidental bruising but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, although a single bruised eye can be either accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used (e.g. belt marks, hand prints, hair brush)
- Bruising or tears around or behind the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children

Bite Marks:

Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child.

Burns or Scalds:

It can be difficult to distinguish between accidental and non-accidental burns and scalds, experienced medical opinion is required. Any burn with a clear outline may be suspicious e.g.

- Circular burns from cigarettes (but may be friction burns along the protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath

Fractures:

Fractures may cause pain, swelling and discolouration over a bone or joint and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars:

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Recognising emotional abuse:

Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Nervousness.
- Aggressive behaviour towards others.
- Developmental delay.
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment).
- Appealing behaviour towards others.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child e.g. by name-calling or making negative comparisons
- Signs of being scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Continual self-deprecation.

- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

SEXUAL ABUSE:

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

The activities may involve physical contact including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Recognising sexual abuse:

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. According to a recent study 72% of sexually abused children did not tell anyone about the abuse at the time; 27% told someone later and around 31% still had not told anyone about their experience/s by early adulthood.

Sex offenders have no common profile and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80% of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

Behavioural indicators which may help identify child sexual abuse include:

- Inappropriate sexualised conduct or language
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Contact or non-contact sexually harmful behaviour.
- Continual or excessive masturbation
- Self-harm including eating disorder, self-mutilation and suicide attempts.
- Involvement in sexual exploitation or indiscriminate choice of sexual partners.

- An anxious unwillingness to remove clothes e.g. for PE (but this may be related to cultural normal or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions.
- Bruises, scratches, burns or bite marks on the body.
- Blood on underclothes.
- Pregnancy in a child.
- Physical symptoms e.g. injuries to genital or anal area; bruising to buttocks, abdomen or thighs; sexually transmitted disease; presence of semen on vagina, anus, external genitalia or clothing.

Other signs of sexual abuse:

- Sexual awareness inappropriate to the child's age – shown in, e.g., drawings, vocabulary, games etc.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger anxiety, tearfulness.
- Withdrawal from friends.
- Frequent vaginal infections, discharge or odours.
- Sexually transmitted diseases.

Possible signs in older children:

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destructive behaviour, and suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.
- Non-attendance in school.
- Talking about a new 'special' friend.

NEGLECT:

Neglect is the persistent failure to meet a child's basic physical and/or psychological and/or emotional needs likely to result in the serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care).
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment).
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with inappropriate carers (e.g. too young, complete strangers).
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet need or needs of their own. These could include domestic violence, mental health issues, learning disabilities, substance misuse or social isolation/exclusion. This list is not exhaustive.

While offering support and services to these parents it is crucial that professionals maintain a clear focus on the needs of the child.

Recognising neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Low self-esteem e.g.
 - repeated talk of failure
 - deliberately seeking failure
 - denial or destruction of anything good
 - rejection of praise
 - pleasure in criticism
 - clowning, acting big, telling tall stories

- Verbal signs of distress e.g.
 - Self-denigration
 - Pessimism
 - Morbid thinking
 - Pathological thinking
 - Worthlessness
 - Hopelessness
 - Suicidal thoughts
 - Self-blame
 - Non-verbal signs of distress e.g.
 - Loss of interest and withdrawal
 - Irritability and tearfulness
 - Tiredness and change in weight
 - Poor concentration and deterioration of work
 - Destructive behaviour*
 - Morbid art work and writing*
 - Lack of self-care (deliberate)*
 - Deliberate failure*
 - Self-harming*
 - Suicide attempts*
 - Arson*
- *Particularly significant and should never be ignored.*

BULLYING:

Bullying is the abuse and/or intimidation by a person, people or an organisation against another or others. It may be a specific act or it may be institutional. It is an abuse of a perceived power relationship. Children can also bully other children. Bullying may include verbal abuse and intimidation, acts of physical or sexual abuse and coercion, e-bullying through texting, filming on mobiles and posting on social networks. Whatever its form it is unacceptable and must be addressed.

Recognising bullying:

- Reluctance to attend activities previously enjoyed.
- Tearfulness, depression, erratic emotions, loss of concentration.
- Stomach aches, headaches, difficulty in sleeping, bed-wetting, bruising, cuts, scratches, damaged clothing, and bingeing on food, alcohol or cigarettes.
- Shortage of money, frequent loss of possessions.
- Asks for money or starts stealing (to pay bully/ies).
- Drop in performance.

CHILDREN WITH A DISABILITY:

In addition to the above some possible signs of abuse of children with a disability are:

- Bruising on sites that may not be concerning on a non-disabled child.
- Not getting enough help with feeding.
- Over or under medicating.
- Poor hygiene and personal care arrangements.
- Rough handling/excessive restraint.
- Lack of stimulation.
- Unwillingness to learn a child's means of communication.
- Ill-fitting equipment/invasive procedures which are unnecessary or carried out against the child's will.

WHAT TO DO IF YOU HAVE A CONCERN

If you have a concern that a child is being abused or is at risk of being abused, it is vitally important that you share your concern immediately with your Designated Safeguarding Lead, or with the Deputy Designated Safeguarding Lead if the former is absent. You should record the information and include the date you received information or had concerns, the nature of the concern including any physical marks seen or anything that the child or someone else has told you. Please see the sections immediately below, Dealing with Disclosures and Recording. If you cannot find one of the Designated Safeguarding Leads you must promptly report your concerns to Children's Social Care yourself on 020 7527 7400 and follow up in writing CSCTreferrals@islington.gov.uk.

Out of hours referrals (after 5.00pm and weekends) should be made to 020 7226 0992.

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of *'it could happen here'*.

Anyone can make a referral if they fear a child is in immediate danger. They must inform the Designated Safeguarding Lead that a referral has been made as soon as possible.

Circumstances where any member of staff can make a referral are:

- The situation is an emergency and the Designated Safeguarding Lead, their deputy, the Headteacher and the governor with responsibility for child protection, are all unavailable.
- They are convinced that a direct report to Children's Social Care, the Police or the NSPCC is the only way to ensure a child's safety.
- For any reason they make a judgement that direct referral is in the best interests of the child.

Staff may also share information with the Police or the NSPCC.

A Reminder of Key Points for Taking Action:

- In an emergency take the action necessary to help the child e.g. call 999
- Report your concern to the Designated Safeguarding Lead immediately
- Do not start your own investigation
- Share information on a need to know basis only – do not discuss with colleagues, friends of family
- Record your concern on the school's Record of Concern sheet (obtain the pro forma from the Designated Safeguarding Lead, her deputy or the school administrator)
- Seek support for yourself if you are distressed, finding it difficult to cope or would like to talk through some issues.

DEALING WITH DISCLOSURES

Guidance on how to respond if a child makes a disclosure of abuse to you is given below. You may also have concerns about a child's welfare where there has not been any disclosure or allegation. These concerns should be raised with the DSL and followed through appropriately.

Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

If a child makes a disclosure to you:

Receive:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

Reassure:

- Reassure the pupil but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. I'll stay with you, everything will be alright now.
- Do reassure and alleviate guilt if the pupil refers to it. For example you could say:
 - I believe you
 - I am glad you came to me
 - I am sorry this has happened
 - You're not to blame. You are not alone, you are not the only one this sort of thing has happened to
 - We are going to do something together to get help.

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

React:

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter but do not interrogate for full details
- Do not ask 'leading questions' e.g. what did he do next? (this assumes he did), or 'did he touch your private parts?' Such questions may invalidate your evidence and the child's in any later prosecution in court.
- Do not criticise the alleged perpetrator; the child may care about him/her and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff (the Headteacher). Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, the pupil has a support person present if the pupil wishes it (possibly yourself).
- Ensure the safety of the child.

Record:

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.
- Sign and date your records.

- Raise your concern immediately with the DSL or the Deputy DSL if the former is absent and complete the Record of Concern with her.

Remember:

- To follow this child protection policy and procedures and share your concerns with your Designated Safeguarding Lead.
- Ask the DSL to keep you informed about any referral or actions taken in relation to the child.
- Listen, comfort and be available for the child if she or he looks to you for that support.
- If you remain concerned that actions are not leading to improved circumstances for the child, you should contact Children’s Social Care yourself.
- Get some support for yourself if you need it.

Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

RECORDING AND SHARING INFORMATION

Staff recognise the importance of sharing information with other agencies. Further information on sharing information can be found in Chapter 1 of ‘Working Together to Safeguard Children 2018’ and ‘Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers’. Staff also recognise that data protection fears should not be a barrier to information sharing as the safety of a child is of the utmost importance.

Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school keeps a central record of staff child protection training.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason it is vital that concerns are recorded comprehensively and accurately so that they can be monitored and emerging patterns noticed.

How the Practitioner records his or her initial concern:

If a child makes a disclosure to you or if you have a concern about a child, you must tell the Designated Safeguarding Lead or in her absence the Deputy DSL, immediately. You should make an accurate, signed and dated written record of your concern including anything the child has said, any physical marks seen, and give this to the Designated Safeguarding Lead.

How the Designated Safeguarding Lead records an initial concern or allegation:

When a practitioner raises an initial concern or an allegation with the Designated Safeguarding Lead, the DSL should complete the school’s Child Well-Being Incident Form (see pro forma at **Appendix 1**) giving details of the nature of the concern, incident or allegation, who and when it was reported to the DSL, details of any communication with the child or parents, any further action or involvement of Children’s Social Care or Police.

How the Designated Safeguarding Lead tracks a concern/s about a child:

Concerns about children should be recorded on the school's Record of Concern tracking form which will detail the nature of the concern, discussion with the DSL or Deputy DSL and, if appropriate, parents or carers – see Record of Concern tracking form pro forma at **Appendix 2**. All advice and agreed actions should be dated and signed and a record made of whom the concern has been shared with.

The DSL is responsible for maintaining the Chronology sheet for a child for whom a concern has been raised (see pro forma at **Appendix 3**).

School actions agreed in child protection conferences/strategy meetings must be implemented and recorded.

How the school should notify the Local Authority of children who leave the school:

A record will be kept of all children who transfer to another school or who leave the school without a known destination. Where the school is unable to make contact with the pupil's family and is concerned that the pupil may be missing or at risk, the Local Authority will be notified via the Missing Pupil Alert – see **Appendix 4**. When the school removes a pupil from the school roll an Off Rolling Form should be completed and sent to the Local Authority (pupilservices@islington.gov.uk) - see LA Off-Rolling Notification Form at **Appendix 5**. The school will log onto the Deputy of Education's secure access system <https://sa.education.gov.uk/idp/Authn/UserPassword> to record details of the pupil.

Sharing child protection information with the child's next school:

Where children leave the school the Designated Safeguarding Lead will ensure child protection files are copied for any new school as soon as possible but transferred separately from the main pupil file. It is good practice to check that the Headteacher or the Designated Safeguarding Lead of the transferring school has received the file and for a discussion to take place about the child. Copies are kept in the school for 25 years after the pupil has left, in either paper or e-format. Information shared must be strictly on a 'need to know' only basis.

CONFIDENTIALITY

All staff will understand that child protection issues warrant a high level of confidentiality not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

All matters relating to child protection are **strictly confidential**. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding children in our school will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice laid down in the Staff Code of Conduct and maintain confidentiality appropriately at all times.

All staff must be aware of their responsibility to share information with the Headteacher and with other agencies in order to protect and safeguard children. However following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

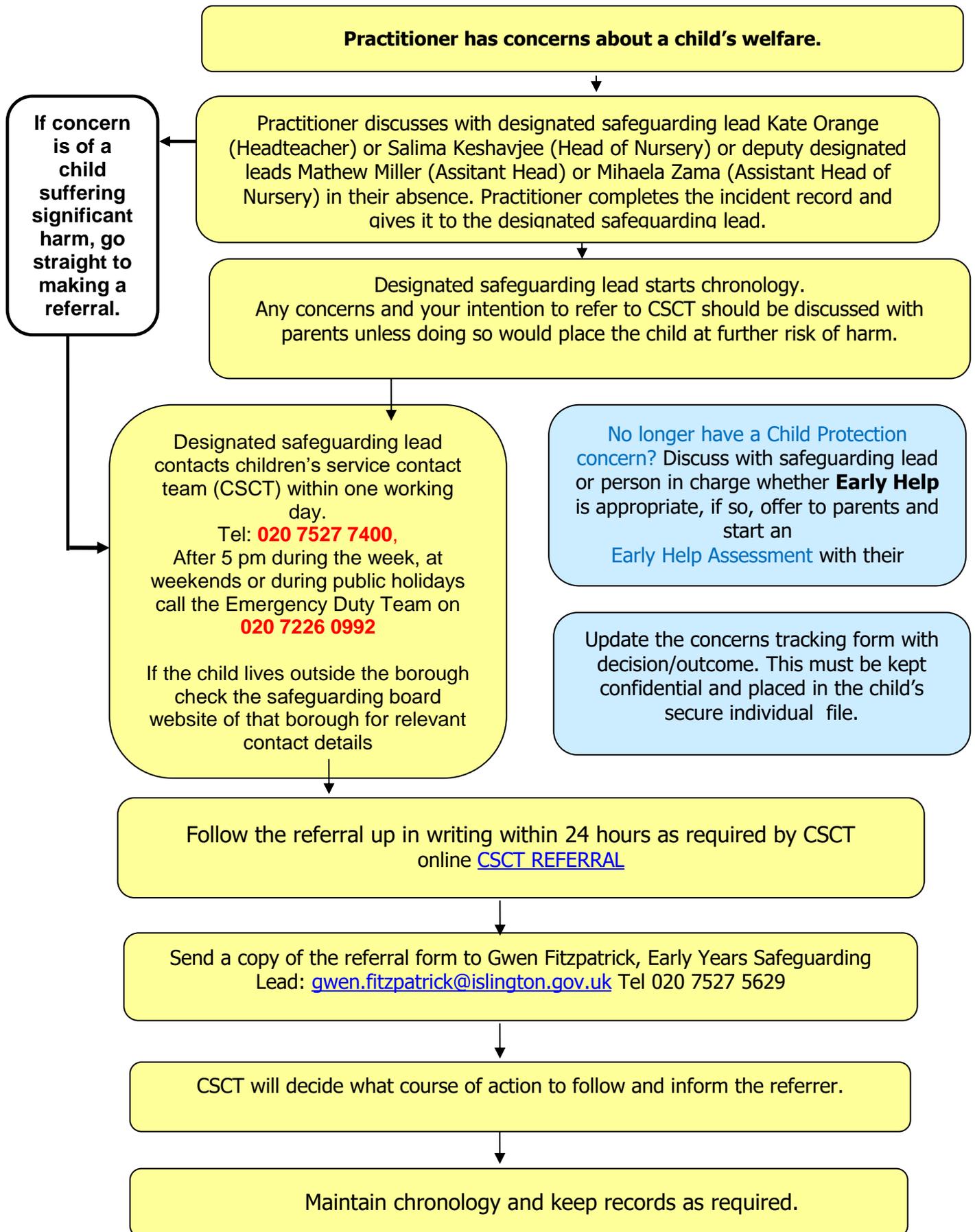
Advice can be sought where necessary from The Children's Services Contact Team on 020 7527 7400 csctreferrals@islington.gov.uk, the Principal Officer, Safeguarding in Education, Access & Engagement Service, 020 7527 5845/3747 or via pupilservices@islington.gov.uk for her attention.

Sharing information and contact or attempted contact with other agencies should be logged – see chronology in the Record of Concerns at **Appendix 2** and the Chronology sheet at **Appendix 3**.

All child protection records and will be stored confidentially and securely by the Designated Safeguarding Lead in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers which by the nature of their portability could be lost or stolen. If it is necessary to do so, they should be kept in locked storage. Child protection information will be stored separate from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Records will be kept in chronological order.

No one in the school may guarantee confidentiality to a parent or carer. The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children, in language that is appropriate to the age and understanding of a child, that any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the Designated Safeguarding Lead in order to take measures to safeguard the child or other children at risk. Advice on Dealing with Disclosures is given in this Policy.



RESPONSIBILITIES OF THE COUNCIL OF MANAGEMENT

The Council of Management (COM) holds responsibility for ensuring that the safety of children in this school is at all times of paramount importance. The COM will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedure set up by the LCSB/Safeguarding partners, including local protocols for assessment and the safeguarding board's threshold document, and that:

- The school has a safeguarding and child protection policy
- The school operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and volunteers
- There is a senior member of staff acting as Designated Safeguarding Lead and supported by a deputy Designated Safeguarding Lead
- The Designated Safeguarding Lead attends appropriate refresher training every two years at a minimum
- All other staff undertake annual Inset training in child protection provided by Islington
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and safeguarding
- The school has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the Council of Management is nominated to be responsible for liaising with the Local Authority in the event of allegations of abuse being made against the Headteacher. This governor is Dawn Brindle, Chairman of the Council of Management.

The Council of Management is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Council of Management will seek advice from and work in partnership appropriate with Islington Council in fulfilling its safeguarding and child protection responsibilities.

Whilst the Council of Management holds overall responsibility for child protection and safeguarding functions of the school, the day-to-day operational responsibility rests with the Headteacher.

It is the school's policy that members of the Council of Management are required to have an enhanced criminal records certificate from the DBS.

The Council of Management must review school policies annually.

RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING GOVERNOR

The Designated Safeguarding governor is responsible for:

- Liaising with the Headteacher and Designated Safeguarding Lead regarding child protection issues. This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.
- Liaising with the Headteacher and Designated Safeguarding Lead to produce an annual report for members of the COM and Local Authority.

RESPONSIBILITIES OF THE HEADTEACHER

The Headteacher is responsible for ensuring that the Child Protection Policy and procedures adopted by the Council of Management are fully implemented and followed by all staff.

It is the Headteacher's responsibility to allocate sufficient resources and time to enable the responsibilities for the DSL for child protection to be discharged fully. The Headteacher must ensure that staff are able to attend conferences, strategy discussions and child protection conferences and other inter-agency meetings if necessary and to contribute fully to the assessment of children including writing reports for conferences on the multi-agency conference report template and sending to S&QA@islington.gov.uk at least three days before the meeting.

The Headteacher is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding children and that concerns will be addressed sensitively and in a timely manner in accordance with the school's whistleblowing policy. We recognise that it is not the responsibility of children to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Headteacher who will deal with the concerns appropriately.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead is a senior member of staff who takes the lead responsibility for child protection and has the status and authority within the school to carry out the duties of the post including committing resources and where appropriate supporting and directing other staff. The Deputy DSLs are trained to the same standard as the DSL. Ultimate responsibility for safeguarding and child protection remains with the DSL whose responsibility cannot be delegated.

In addition to their formal training, their knowledge and skills are updated e.g. via e-bulletins, meeting other DSLs, taking time to read and digest safeguarding developments at regular intervals but at least annually, to keep up with any developments relevant to their role.

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing Referrals:

- Refer all cases of suspected abuse to Children's Social Care in the borough in which the child is resident and:
 - The Local Authority Designated Officer where there are allegations against staff
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
 - Police (cases where a crime may have been committed)and seek advice and guidance on these matters when appropriate.
- Liaise with the Headteacher to inform her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Monitor and track concerns that have been raised.
- Attend and provide reports to child protection conferences and core group meetings and contribute to child protection plans if necessary.

- Monitor the attendance and progress of children who are the subject of child protection plans and implement the school's part of the plan
- Inform Children's social care of any proposed change of school for a child who is subject to a protection plan and alert them if a child who is subject to a protection plan is absent for more than two days
- Ensure that relevant information about children is shared with staff on a 'need to know' basis

Training:

- The DSL and Deputy DSL must receive appropriate training every two years (at a minimum) in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments e.g. CAFs.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures and how to raise a concern, especially new and part-time staff.
 - Be alert to the specific needs of children in need and those with SEN.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness:

- Ensure the school's Child Protection Policy is reviewed annually as a minimum and more frequently when necessary and that the procedures and implementation are updated and reviewed regularly, and work with the Council of Management regarding this.
- Report termly to the governing body (COM) on child protection and provide a written annual report on Safeguarding to the COM and to Islington Safeguarding Children Board on request.
- Ensure that parents and carers have access to the school's Child Protection Policy on the website and that a hard copy is made available on school noticeboards and on request from the office so that they are aware of the school's statutory duty to refer child protection concerns and that this is referred to in the school's website/parent handbook.
- Link with Islington Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding e.g. Islington's Safeguarding Children in Education monthly newsletters.
- Ensure all staff feel able to raise concerns about poor or unsafe practice regarding children and that concerns will be addressed sensitively and in a timely manner in accordance with the school's Whistleblowing policy. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Headteacher/DSL who will deal with the concerns appropriately.
- Ensure all staff are aware of the existence of Early Help Assessment process and the inter-agency support that can be provided for a child
- Maintain accurate and comprehensive child protection records which are held securely and confidentially and shared with staff or the Headteacher or DSL of transferring schools on a 'need to know' only basis.

- When the DSL resigns or leaves their post there should be a full handover to the incoming DSL.

Actions in Response to a Concern:

It is not the role of the DSL to decide whether a child has been abused or not. This is the task of children's social care who have the legal responsibility. But it is the responsibility of the DSL to ensure that concerns are shared and appropriate action taken.

1. The DSL receives information from a member of staff, volunteer, child, parent or carer who has a concern. Concerns raised about a child or the behaviour of someone in the organisation MUST be taken seriously.
2. Where it is an initial concern being raised, or an allegation, DSL will make a written record of the information received on the school's Child Well-Being Incident Form, signed and dated. The DSL will open a Record of Concern tracking form for the child.
3. The DSL will assess the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate. This may involve contacting the early help assessment support team – tel: 020 7527 4368 - to check whether an assessment has been completed in which case the DSL will contact the lead professional and update the assessment.
4. If the DSL does have concerns she will seek advice from:
Children's Services Contact Team: Monday-Friday 9.00am-5.00pm: 020 7527 7400, all other times: 020 7226 0992, to test uncertainty about the concerns. If a referral is necessary the DSL will take advice about whether to inform parents first. The referral will be followed up in writing by the DSL within 24 hours by completing an eCAF referral form <https://csa.islington.gov.uk/fwlive> and sending a copy of the referral form to Gwen Fitzpatrick, Safeguarding Officer: gwen.fitzpatrick@islington.gov.uk Tel: 020 7527 5629.
5. The social worker and manager of Children's Services Contact Team will acknowledge receipt of referral and decide on the next course of action within one working day. It is the school's duty to ensure this response happens as stated, within 24 hours. decision may involve no further involvement from children's social services although action may be necessary e.g. onwards for a referral.
6. If the social worker and manager decide the concern meets the threshold for action they will complete an initial assessment within 7 working days of the school's referral.
7. Feedback will be given to the DSL.
8. If the social worker and manager have concerns about the child's immediate safety they will initiate an immediate strategy discussion between Children's Services, Police and other agencies as appropriate to decide on immediate safeguarding action.
9. Information will be stored securely in the office safe.
10. Information will be shared on a need to know basis only with those with child protection responsibilities.

11. If concern at the outset is of a child suffering significant harm, the DSL will go straight to making a referral.

ALLEGATIONS AGAINST SCHOOL STAFF AND VOLUNTEERS

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Staff Code of Conduct sets out our expectations of school staff and is signed by all staff members.

Staff are aware of the process to handle allegations against staff including the Headteacher. Part 4 of Keeping Children Safe in Education 2018 sets out the process that must be followed.

The Local Authority Designated Officer is contactable on 0207 527 8102/8066 and LADO@islington.gov.uk. The Principal Officer, Safeguarding in Education, is contactable on 020 7527 5845/3747 and on Pupilservices@islington.gov.uk.

Headteachers and the Chairman of the Council of Management have a duty to report to the LADO within 24 hours if it is alleged that a teacher, other member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaviour towards a child or children that indicates s/he would pose a risk of harm if they work regularly or closely with children.

The allegation will be dealt with according to the process laid out in Part 4 of Keeping Children Safe in Education 2016 and Appendix 5 of Working Together to Safeguarding Children 2015. The Headteacher or the Chair of the Council of Management (if it is an allegation about the Headteacher) will work with the Principal Officer, Safeguarding in Education (POSE), 020 7527 5845/3747 and the Local Authority Designated Officer (LADO), 020 7527 8102/8066, to confirm details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.

The Headteacher/Chair of Governors (COM) will not investigate the incident by interviewing either those directly involved or any witnesses as this is likely to jeopardise any subsequent criminal investigation unless this has been agreed after consultation with the POSE/LADO.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of the Council of Management. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

See flowchart below for managing an allegation against school staff and volunteers.

The Headteacher/Chairman of the Council of Management will establish and share with the POSE/LADO:

- That an allegation has been made
- The general nature of the allegation e.g. whether child sustained injury/mark
- When and where the alleged incident occurred
- Who was involved and whether any other persons were present
- What the view of the parents is
- Background information on the member of staff and child/children.

This information will be shared with Children's Social Care who will liaise with the Police Child Abuse Investigation Team in relevant cases and a decision will be made as to whether a strategy meeting will take place.

Managing Allegations against Staff in School:

1. Staff can report a concern in the following ways:

- Report allegation immediately to the Headteacher or to the Chairman of the Council of Management if the concern is about the Headteacher.
- Report allegation direct to Police/Children's Social Care

If you are making an allegation you **must**:

- Write down the information, if possible in the child or adult's own words, recording the time, date and place of the alleged incident, persons present and what was said
- Sign and date the record
- Immediately report the matter to the Headteacher or, if the matter involves the Headteacher, the Chairman of the Council of Management.

2. The Headteacher/Chair of Council of Management must treat the matter seriously and keep an open mind. They **must not**:

- Investigate the matter or ask leading questions if seeking clarification
- Inform or interview the member of staff, the child or the potential witnesses
- Make assumptions or offer alternative explanations
- Promise confidentiality and give assurance that information will be shared on a need to know basis

They **must**:

- Obtain a written record of the allegation from the person sharing the information (**not** the adult/child making the allegation)
- Approve and date the written details
- Complete the school's Child Well-Being Incident Form at **Appendix 1**.
- Record any information about times, dates, location and names of any witnesses

3. The Headteacher or Chairman of Council of Management if the concern relates to the Head-teacher, must inform the LADO and POSE within 24 hours if it appears the member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child

- Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
 - A referral should be made using the online LADO referral form at <https://securesurvey.islington.gov.uk/selectsurvey.islington.gov.uk/selectsurvey/TakeSurvey.aspx?SurveyID=n2M0m92> and contact LADO@islington.gov.uk , following which the LADO or a duty worker will contact the Headteacher or Chairman of the Council of Management to progress the referral. A referral can also be made by telephone on the LADO number, 020 7527 8102, stating that the matter is for the LADO.
- This referral must be made prior to any further investigation taking place. Referrals must NOT be delayed in order to gather information. A failure to report an allegation or concern in accordance with the procedures is a potential disciplinary matter.

4. LADO/POSE/Police have strategy discussion to decide whether threshold of crime is met and:
- Sharing information with member of staff/child's parents/other staff
 - Grounds for suspension (if no reasonable alternative)
 - Support for member of staff (unions, counselling)
 - Support for child

Accordingly, the LADO/POSE will advise the Headteacher/Chairman of the Council of Management, as to whether or not informing the parents will impede the investigation. Parents may need to be informed immediately depending on circumstances e.g. if the child is injured or requires medical treatment.

The Headteacher/Chairman of Council of Management should seek advice from the LADO about how much information should be disclosed to the subject of the allegation. Once this is agreed the subject of the allegation should be informed of the nature of the allegation and how enquiries will be conducted.

Multi-Agency Strategy meeting:

This meeting will be chaired by the LADO or a senior member of Children's Social Care and will also be attended by the POSE, a representative from Human Resources, a social worker and the Headteacher/Chairman of Governors (COM). The Police Child Abuse Investigation Team will be consulted and may attend if they consider a crime may have been committed. The purpose of the meeting is to share information and the discussion will include the following:

- Whether the allegation triggers a Section 47 investigation by the Police and/or Children's Social Care
- What plans need to be made to safeguard the child
- Whether the child is in need of services
- Whether the school should conduct its own disciplinary investigation
- What support can be offered to the member of school staff against whom the allegation is made
- Whether a referral needs to be made to the Disclosure & Barring Service that a person may be unsuitable to work with children

At the strategy meeting a decision will be made as to whether the allegation is:

- Substantiated – actions to be agreed on next course of action e.g. S47 investigation, Police investigation, referral to DBS. Any referral to the CPS must be reviewed after 4 weeks. Referral to DBS to be made within one month of subject leaving.
- Unsubstantiated – Not enough evidence to support the allegation

- Malicious – No record to be made on subject’s personnel file. Referral to CSC as child in need
- False – There is sufficient evidence to disprove the allegation.

The subject of the investigation can be dealt with internally by the school through the school disciplinary process. Formal disciplinary action must take place within 15 days and informal action within 3 days. Only substantiated allegations will be referred to in references.

No further action:

If the outcome of the strategy discussion is that no further action will be taken, the following procedure will apply within one week of the allegation having been made::

- LADO and Headteacher/Chairman of Council of Management will agree a record and justification for no further action and will consider what action to be taken, if appropriate, against person making allegation
- Member of staff returns to work – Headteacher to advise on standards/code of conduct/ address training needs, as necessary
- A clear and comprehensive summary of the allegation, how it was followed up and resolved and decisions reached, will be kept on the member of staff’s confidential personnel file for 10 years or normal retirement and a copy provided to the member of staff

Allegation substantiated:

If the outcome of the strategy meeting is that an allegation is substantiated the following actions will be taken at the discretion of the LADO:

- LADO/Headteacher to consider improvements to school procedures/practices
- Children’s Social Care/Police will consider support for child/children who may have suffered significant harm
- A criminal prosecution may ensue
- LADO/Headteacher to agree dismissal/resignation of member of staff on grounds of unsuitability to work with children
- Refer to DBS (see below)

Under Section 35-45 Safeguarding Vulnerable Groups 2006, employers have a legal duty to refer to the DBS when permission for an individual to engage in regulated activity is withdrawn, had the individual not resigned, retired, been made redundant, the Headteacher will refer to professional body/Disclosure & Barring Service, within one month of subject leaving, for consideration of placing on barred list .

8. Allegation unfounded/malicious? If the outcome of the strategy meeting is that an allegation is unfounded and malicious the following actions will be taken:

- The Headteacher in consultation with the LADO will consider disciplinary action
- Children’s Social Care will determine if child is in need of services
- No record will be made in the member of staff’s personnel records or references.

Referrals to the Disclosure and Barring Service:

Under Section 35-45 Safeguarding Vulnerable Groups 2006, employers have a legal duty to refer to the DBS when permission for an individual to engage in regulated activity is withdrawn, had the individual not resigned, retired, been made redundant or transferred out of regulated/controlled activity because they think the individual has:

- Engaged in ‘relevant conduct’ and
- Satisfied the ‘harm’ test

A referral should not wait until the end of the disciplinary process. A withdrawal does not necessarily mean permanent removal, it can include a temporary removal to another role, removing a volunteer from an 'approved list' or suspension in some circumstances. Guidance on how to make a referral to the DBS is at:

<https://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints>

Informing Ofsted and Islington Early Years:

Ofsted must be informed (0300 123 1231) of any allegations made against a member of staff within 14 days of the allegations being made. The Safeguarding and Child Protection concern forms, available from Islington Early Years Safeguarding and Child Protection procedures and guidance, should be completed and emailed to Ofsted: enquiries@ofsted.gov.uk.

For teachers the matter must also be referred to the National College for Teaching and Leadership.

Islington Early Years: Gwen Fitzpatrick, Early Years designated officer, must be informed: gwen.fitzpatrick@islington.gov.uk.

Flowchart: Allegations Made Against A Member of Staff
(February 2019)

If an allegation is made that a member of staff has harmed a child or is alleged to have behaved in a way in their private life that may suggest they are unsuitable to work with children and young people the head or manager Kate Orange (Headteacher) or Salima Keshavjee (Head of Nursery) or in their absence the most senior member of staff, must be informed immediately. If the allegation concerns the manager/head, the chair of the board of governors'/management committee/proprietor must be informed.

- To assess the most appropriate course of action, the following initial information must be collated:
- the date and time of the observation or the disclosure
 - the exact words spoken by the child/staff/member/parent/volunteer as far as possible
 - the name of the person to whom the concern was reported (with date and time)
 - the names of any other person present at the time
 - wider relevant knowledge or background information

(Note: it is not appropriate at this stage to conduct formal interviews or take written statements from staff as this could compromise an investigation)

The Local Authority designated officer (LADO) **must be informed within one working day** on Tel: **020 7527 8102**.

[LADO referral](#)

The LADO will clarify if and how the matter will be taken forward and what appropriate course of action should be taken. In serious situations the LADO will advise whether a suspension should take place immediately and/or whether a strategy meeting is required.

After discussing the situation with the LADO it may become clear that a referral to Children's Services Contact Team (CSCT) is required.

After discussing the situation with the LADO, it may become clear that a referral to Children's Services Contact Team is **not** required and the setting is to follow their own complaints and disciplinary procedures.

Refer the allegation to Children's Services Contact Team: 020 7527 7400

Follow the referral up in writing within 24 hours as required by CSCT online
[CSCT RFFERRAI](#)

The incident should be documented
Safeguarding Lead Gwen Fitzpatrick 0207 527 5629 must be informed of this outcome in writing where applicable.

Children's Social Care will contact the setting as to how to proceed. A formal strategy meeting will take place between Children's Social Care, the settings representative and the police (as appropriate). This meeting will agree what action is required immediately to safeguard and promote the welfare of the child, and/or provide interim services and support.

The member(s) of staff may be suspended on full pay (in line with your HR procedures. This overall decision to suspend is vested in the chair of the board of Governors/ management committee/proprietor. Suspension is a neutral act and allows a full investigation of facts to take place.

Ofsted must be informed within 24 hours on (0300 123 1231) of any allegation or concerns made against a member of staff. Complete the safeguarding and child protection concerns form and send this to Ofsted: fax 08456 40 40 49 or email: enquiries@ofsted.gov.uk.

Once the investigation is complete, Ofsted may visit to discuss the implications of the investigation. It may be necessary to implement the setting's disciplinary, grievance or complaints procedure.
DBS (Disclosure and Barring Service) must be informed if a staff member has been dismissed as a result of the allegation

The school recognises its duty of care to its employee and will provide effective support for anyone facing an allegation, including a named contact if they are suspended to keep them informed of the progress of their case and current work-related issues. This may include counselling, work adjustments as needed. The employee will be advised to contact their trade union representative if they have one or a colleague for support. Any allegation of abuse made against a teacher or other member of staff or volunteer in the school will be dealt with as quickly as possible within one month where possible, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Parents or carers of the child involved will be told about the allegation as soon as possible if they do not already know of it, unless the LADO advises the school otherwise. They will be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including **in confidence** the outcome of any disciplinary process.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Headteacher/Chair will consider options including a phased return and/or the provision of a mentor to provide help and support during the return to work, along with issues regarding the future contact between those involved including children and other members of staff. It may be that the allegation is one regarding conduct or competency rather than a child protection issue in which case members of staff will also be provided with appropriate relevant support. Staff subject to allegations may need to undertake specific training in relation to:

- Safe working practice
- Classroom management
- Behaviour management
- Professional mentoring or coaching

Confidentiality:

The Education Act 2011 prevents the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the school, where that identification would identify the teacher as the subject of an allegation. The Headteacher/Chair will be advised by the LADO, police and children's social care services regarding: who needs to know; exactly what information will be shared; how to manage speculation, leaks and gossip; what, if any, information can be reasonably given to the wider community to reduce speculation; how to manage press interest if and when it should arise.

Managing the situation and exit arrangements:

Resignations and 'settlement/compromise agreements': If the accused person resigns or ceases to provide their services, an allegation should continue to be followed up. The school has a **legal duty** to refer to the DBS immediately anyone who has harmed or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) or would have been removed had they not left. The school has a duty to reach and record a conclusion in a case of an allegation bearing on the safety or welfare of a child, including any in which the person concerned refuses to cooperate with the process.

Record keeping:

- Details of allegations that are found to have been malicious should be removed from personnel records.
- For all other allegations a clear and full summary of the allegation, details of how it was followed up and resolved and a note of actions taken and decisions reached, will be kept on the confidential personnel file of the accused and a copy provided to that person
- This record should be retained until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation.

References:

An allegation proven to be false, unsubstantiated or malicious, will not be included in employer references.

Information Sharing:

All relevant information about the accused and the alleged victim will be shared with other agencies according to guidance from the LADO. Guidance is also provided by the National Union of Teachers on:

<https://www.teachers.org.uk/taxonomy/term/1913>

ESCALATION PROCEDURES RESOLUTION OF PROFESSIONAL DISAGREEMENTS IN WORK RELATING TO THE SAFETY OF CHILDREN

In circumstances in which a professional disagreement may arise between the school and agencies, the safety of the child and focus on the child are paramount considerations and any unresolved issues should be escalated with due consideration to the risks that might exist for the child.

Disagreements could arise in a number of areas but are most likely to arise around thresholds and roles and responsibilities.

Local Safeguarding Children Board Inter-agency Escalation Procedure for Professionals with Child Protection or Child Welfare Concerns:

1. If professional is unhappy with a decision or response from any agency following a referral s/he must discuss with DSL within 1 day.
2. DSL discusses concern/response with the equivalent post holder in the other agency within 3 days.
3. If concern continues, the DSL discusses concern/response with the Headteacher and child protection member of the Council of Management.
4. Named professional advises concerned professional of outcome at this stage.
5. If no outcome is reached, the DSL will liaise with his or her equivalent lead CPO officer in the other agency immediately to enable the decision to be discussed at senior management level as appropriate and action agreed.
6. If DSL is unable to influence the decision, s/he will inform the Head of Safeguarding, Targeted and Specialist Children and Families Services, Islington, within 5 days, in order that the decision can be reviewed between the agencies.
7. DSL provides feedback to professional/s with original concern.
8. At all stages actions and decisions must be recorded in writing and shared with relevant personnel.

SAFER RECRUITMENT

Safe recruitment and selection practice is vital in safeguarding and protecting children. The Council of Management recognises and takes seriously its responsibility to adopt practices which minimise risk to the children in this school by ensuring that measures are in place through this practice to deter, reject and identify people who might abuse children or who are unsuitable to work with them. The Council of Management is committed to evidencing this practice in relation to all staff working with children in the school.

The safety and wellbeing of children is borne in mind at all times throughout the recruitment and selection process. The school follows guidance issued in Keeping Children Safe in Education 2018.

In accordance with this, the school makes sure that appropriate checks are carried out on new staff, volunteers and parent helpers and bears in mind the safety of children when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references and picking up on gaps in employment history through to the interview process and carrying out enhanced Disclosure and Barring Service (DBS) and professional checks and verifications of qualifications and identity. The school ensures that at least one member of any interview panel has attended Safer Recruitment Training and that this is refreshed two yearly.

The members of staff who have attended safer recruitment training are:

Kate Orange, Headteacher

Salima Keshavjee – Head of Nursery

Single Central Register:

The school holds information on a Single Central Register which includes:

- An ID check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person's rights to work in the UK
- Collection of two references from senior managers
- For those engaged in management roles an additional check will be carried out to ensure they are not prohibited under section 128 provision referred to in the pre-appointments section of Keeping Children Safe in Education 2018.

All new members of staff will undergo an induction that includes familiarisation with the:

- Staff Code of Conduct (to include acceptable use policy, staff/pupil relationships and communications including the use of social media and other related matters)
- Safeguarding and child protection policy
- Part 1 of Keeping Children Safe in Education 2018 and Annex A
- Behaviour Policy
- Missing in Education (Attendance policy)
- Information regarding the role of the Designated Safeguarding Lead and Deputies
- Identification of their child protection training needs.

The school obtains written confirmation from new and current members of staff that they have read and understood the school's safeguarding and child protection policies and Part 1 of Keeping Children Safe in Education 2018.

Agency and Supply Staff:

The school obtains written confirmation from supply or employment agencies that agency staff have been appropriately checked and the school will check identification of any supply or agency staff. In addition to obtaining a disclosure and barring service certificate anyone appointed to carry out teaching work at the school has an additional check to ensure they are not prohibited from teaching. A person who is prohibited from teaching will not be appointed to work as a teacher in this school.

Volunteers:

Volunteers including members of the COM and Parent Committee will undergo checks commensurate with their work in the school and contact with pupils.

Supervised Volunteers:

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors:

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

Site Security:

Visitors to the school, including contractors, are asked to sign in and are given a badge which confirms they have permission to be on site. Parents and carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Disqualification by Association: all teaching staff and members of the Senior Leadership Team are covered by the 'Disqualification under the Childcare Act 2006'. Staff not covered by this legislation are those who are not employed to directly provide childcare (e.g. school governors and proprietors, caretakers, cleaners, office staff, drivers) or anybody involved in any form of health care provision for a child (e.g. speech and language therapist, education psychologist). Staff covered by the Disqualification under the Childcare Act 2006 and other relevant child safety legislation must be aware of and comply with the guidelines and obligations of the legislation. If a staff member has a concern about a caution or conviction in relation to a criminal offence, on behalf of themselves, they should raise the concern immediately with the Headteacher/DSL. If a member of staff indicates they may be disqualified, the Headteacher/DSL will consult with the LADO and explain the circumstances. If it is confirmed that the staff member is 'disqualified by association', the school will inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver by emailing: disqualification@ofsted.gov.uk and completing a written form. If the school is unable to redeploy the member of staff or adjust their role whilst the waiver is being considered, the school will consider paid leave or suspend the person whilst the waiver is considered. If the staff member decides not to apply for a waiver, or If Ofsted decline a waiver, the school will decide with the person whether to permanently redeploy them or whether dismissal

would be appropriate. A table of relevant offences is available in: Disqualification under the Childcare Act 2006.

EXTENDED SERVICES

The Council of Management is responsible for controlling the use of school premises both during and outside school hours, except where a trust deed allows a person other than the Council of Management to control the use of the premises, or a transfer of control agreement has been made.

Where services are to be provided directly under the supervision of the school, the school's child protection policy and procedures will apply.

Where activities and services are provided separately, the Council of Management and Headteacher will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with the school on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Council of Management.

The Council of Management and Headteacher will only work with providers who can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff comply with local safeguarding and government requirements. The Council of Management and Headteacher will enter into a formal letting contract with the provider once these conditions are met but reserve the right to withdraw permission for any letting at any time.

Services provided by outside agencies:

At any one time, there will be a number of professionals delivering services to children and families on behalf of the school in the community as well as on the school site. These professionals may be employed by partner agencies such as CAMHS, Speech and Language Services, Children's Social Care.

All staff providing services to children whether in school or in the community on behalf of the school must adhere to the school's child protection policy.

Staff from partner agencies working with children in the community will follow the referral procedures of their own agency and will inform the DSL that they have made a child protection referral as a matter of policy.

Shared sites:

Where children attend other school sites it is the responsibility of the DSL for that site to manage any concerns about those children appropriately, ensuring that there is good communication, liaison and information sharing with the DSL for the school on which the child is on roll or at which the child is based.

A concern about a child should be raised and discussed with the DSL for the child's school immediately. Should a child make a disclosure to a member of staff whilst not on their own school site, the DSL for the school site on which the disclosure is made will refer the matter to Children's Social Care but will inform the DSL for the child's 'parent' school that they are doing so and will copy them into the referral form and ensure that they are aware of any action to be taken by

Children's Social Care so that they can play their part in the process and contribute appropriate and necessary information.

SUPPORTING CHILDREN

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive and withdrawn.

We will aim to support the children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy.
- Promoting a caring and safe environment within the school
- Providing planned opportunities through the curriculum for children to learn strategies to protect themselves, to ask for help and support and gain confidence in standing up for their rights and valuing and respecting others.
- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon there are significant concerns about a child

Promoting the Well-being of Pupils:

The school will promote the well-being of all its pupils according to the Education and Inspections Act 2006. Well-being is defined in the Children Act 2004 in terms of:-

- Physical and mental health and emotional well-being.
- Protection from harm and neglect.
- Education, training and recreation.
- The contribution children make to society.
- Social and economic well-being.

Every Child Matters is a set of reforms supported by the Children's Act 2004. The school's aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

PEER ON PEER ABUSE

Children can abuse children and all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidents of bullying, including cyber-bullying and prejudice based bullying, should be reported and will be managed through our anti-bullying procedures which are shared with parents in the Parent Handbook. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious or the tackling bullying procedures are deemed to be ineffective, the Headteacher/DSL will consider implementing child protection procedures.

School leaders and all staff who work directly with children should read Annex A of Keeping Children Safe in Education 2018 which contains additional information about specific forms of abuse.

Staff should take the following actions to prevent bullying:

- Encourage children to speak out and share their concerns
- Have a clear anti-bullying policy given to: all staff and all regular volunteers and work experience students on joining; all parents via the school website and Parent Handbook; taught to children via assemblies and circle times.
- Hold discussions on bullying where appropriate e.g. assemblies
- Take appropriate action in accordance with the school's Anti Bullying Policy

Helping children to keep themselves safe:

Children are taught to understand and manage risk through our personal, social, health and economic education (PSHE) and through all aspects of school life. Our approach is designed to help children think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children and they are encouraged to speak to a member of staff about any worries they may have.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur i.e. assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

CHILDREN WITH ADDITIONAL NEEDS AND DISABILITIES

We recognise that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care, which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

Further information on safeguarding disabled children is available in the government guidance "Safeguarding Disabled Children: Practical Guidance".

Care of children with special educational needs or disabilities:

- Staff who work with children in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and take these into account when working with them and their families. Concerns should be shared immediately with the DSL or in his/her absence, the Deputy DSL.
- All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.
- Staff designated with responsibilities for children with special educational needs and disabilities will discuss and agree with parent/carer and the child the care they require, the best forms of communication and the physical contact that is necessary.
- The school will ensure that the member of staff responsible for supporting the child communicates with the child about what is being done and gives choices where possible, particularly if involved in dressing/undressing outer clothing or if lifting/assisting a disabled child.

When working with children with disabilities, staff must be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise that might not be of concern on an ambulant child such as the shin,, might be of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Inappropriate invasive procedures.

THE PREVENT DUTY

From 1st July 2015 all schools (and since September 2015 all colleges) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “**due regard to the need to prevent people from being drawn into terrorism**” (known as the Prevent duty). The school recognizes that protecting children from the risk of radicalization is part of the school’s wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

The school has regard to the statutory Prevent Duty Guidance, specifically paragraphs 57-76 of the guidance, concerned specifically with schools.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The school ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering and will ensure that ‘over blocking’ does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Indicators of vulnerability to radicalisation are included at **Appendix 6**.

All Staff are required to complete the Prevent e-learning training - an introductory training that provides a foundation on which to develop further knowledge around the risks of radicalisation and the roles involved in supporting those at risk <https://www.elearning.prevent.homeoffice.gov.uk/>. Staff are expected to complete the online general awareness training module on Channel http://course.ncalt.com/Channel_General_Awareness/01/index.html, a programme focussing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorist.

Islington’s Prevent Coordinator is Rebecca Skellett and she can be contacted on 07710 854054 or Rebecca.skellett@islington.gov.uk for advice. In the event of a concern about a child the DSL should be notified immediately. The DSL will refer to the Children’s Services Contact Team on 0207 527 7400 who will then refer on to Prevent/Channel as required. The DSL will refer non-urgent concerns to Police 101. The DfE has established a dedicated helpline for school staff and members of the Council of Management to be able to raise concerns about extremism directly: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk

The school is committed to building pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. Our school will promote the spiritual moral, social and cultural development of pupils and fundamental British values through PHSE and encourages pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

Where a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the DSL and where necessary with children’s social care. The Department of Education has a dedicated telephone line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

SUPPORTING CHILDREN: TERRORIST INCIDENTS/MEDIA COVERAGE

In today's world parents and children are faced with the challenge of explaining violence, terrorism and war to children. Although difficult, these conversations are extremely important in helping children to feel more secure and to understand the world in which they live.

What parents can do to help:

- **Listen to children by:**
 - creating a time and place for children to ask their questions
 - not forcing children to talk about things until they are ready
 - remembering that children may worry about friends or family who live in a city associated with incidents or events
 - helping children find ways to express themselves e.g. talking, drawing pictures, playing with toys, writing stories or poems directly or indirectly related to current events.
- **Answer children's questions by:**
 - using words and concepts children can understand
 - making your explanation appropriate to the child's age and level of understanding
 - not overloading a child with too much information
 - giving honest answers and information
 - being prepared to repeat explanations if your child asks for it
 - acknowledging and supporting your child's thoughts, feelings and reactions
 - not making unrealistic promises
 - avoiding stereotyping groups of people by race, nationality or religion, use the opportunity to teach tolerance and explain prejudice
 - being aware of children listening in to adult conversations about the subject;
 - letting children know how you are feeling but don't burden them with adult concerns.
- **Provide support by:**
 - preventing children from watching violent or upsetting images on TV
 - helping children maintain a predictable routine and schedule
 - informing child's school if you have a concern
 - watching for physical symptoms related to stress e.g. aches and pains
 - watching for preoccupation with violent moves, books, computer games
 - seeking help from GP if child has trouble sleeping, separation anxiety or persistent upsetting thoughts
 - letting children be children e.g. they may prefer to play football or ride their bike than talk about these events.

What can teachers do to help:

- **Remain calm and reassuring**
- **Acknowledge and normalise their feelings by:**
 - allowing children to discuss their feelings and concerns
 - encouraging questions
 - listening and empathising

- reassuring children that that their reactions are normal and expected.
- **Maintain normal routines and expectations**
- **Emphasise people's resilience by:**
 - focussing on children's competencies in terms of their daily life and at other difficult times.
- **Be a good listener and observer**
- **Stop bullying or harassment immediately by:**
 - reminding children not to pass judgement on groups of people or other people's ideas but find ways to address intolerance leading to conflict and aggression
- **Encourage children to talk to you or another caring adult**
- **Do something positive to help others in need**
- **Communicate with school/home**
- **Take care of your own needs.**

Potential reactions to trauma:

- **Early Years:** thumb sucking, bed wetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behaviour, withdrawal from friends and routines.
- **School children:** irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, withdrawal from activities and friends.
- **Adolescents:** sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behaviour, poor concentration.

Further advice can be obtained from the National Association of School Psychologists' website on: www.nasponline.org

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have details of the child's social worker and contact details of the Headteacher of the Virtual School: 0207 7527 7708.

WORK EXPERIENCE

The school has detailed procedures to safeguard pupils undertaking work experience including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education 2018.

The responsible member of staff for coordinating work experience placements is Kate Orange.

EARLY HELP ASSESSMENT

School staff will identify children who may benefit from early help in order to provide support as soon as a problem emerges, discuss with the Designated Safeguarding Lead and support other agencies and professionals in an early help assessment including acting as the lead professional in undertaking an early help assessment. The Designated Safeguarding Lead will support the

member of staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. The Early Help Assessment is designed to be used when:

- There are concerns about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing).
- A child or their parent/carer raises a concern.
- A child's needs are unclear.

If early help and/or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation is not improving.

If a child or young person reveals they are at risk, school staff should follow child protection procedures immediately.

The Early Help process is entirely voluntary, informed consent is mandatory and families can choose what information they wish to share. It is not a referral process but a 'request for services' with assessment and planning being the focus. Early Help should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the Early Help will be offered.

School staff will work with social care, the police, health services and other services where necessary to promote the welfare of children and protect them from harm, including a coordinated offer of early help and allow access for local authority staff to conduct or consider conducting Section 17 or Section 47 assessments.

For guidance on access to Early Help contact: michelle.virdi@islington.gov.uk. For further information contact Children's Services Contact Team on 020 7527 7400. For urgent enquiries out of hours contact the Emergency Duty Team on 020 7527 0992.

Team Around the Child (TAC):

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a TAC to assess the child's needs and decide with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person or family.

TAC supports particular elements of good professional practice in joined-up working, information sharing and early intervention. The TAC is a model of service delivery that involves:

- A joined up assessment
- A lead professional (LP) to coordinate the work
- The child/young person and family at the centre of the process
- A virtual or flexible multi-agency team that will change as needs change
- Coordination at the point of delivery
- A TAC support plan to meet the needs of the child/young person
- Regular meetings to which the child/young person and families are invited to attend

SUPPORTING STAFF

We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered from harm or risk of harm may be

stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DSL or Deputy DSL and to seek further support as appropriate. All staff and volunteers should deal sensitively and effectively in accordance with the school's Whistleblowing procedures. A copy of 'What to do if you're worried a Child is being Abused' is available to all staff.

The NSPCC whistle-blowing helpline can be used to anonymously raise concerns on 0800 028 0285.

We believe that working within a school that has clear child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

The Designated Safeguarding Lead receives supervision from the member of the Council of Management with designated responsibility for safeguarding, Dawn Brindle.

If you have concerns about a Colleague:

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. Staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place and the NSPCC encourages staff to use their **whistle-blowing helpline on 0800 028 0285**.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chairman of the Council of Management.

Staff may also report their concerns directly to children's social care or the police if they believe reporting directly is necessary to secure action.

The NSPCC whistle-blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (line is open 8.00am-8.00pm Monday to Friday and email help@nspcc.org.uk).

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The Council of Management and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe this is in the best interests of children and their families. Only by developing cooperative working relationships within which parents and carers feel respected are we able to work holistically with children.

Parents will have access to our child protection policy on request from the office and via the school noticeboards and website. A summary of our Child Protection Policy will be included in the literature given to those whose children are new to the school. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns with Children's Social Care.

Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to Children's Social Care. There may be rare instances

however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Social Care. This would happen when the DSL or Deputy DSL in their absence, judges that to do so would increase the risk to the child.

RESTRAINT AND REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 gives school staff (including support staff, non-teaching staff and voluntary staff) the legal power to use such force. Reasonable force can be used in many situations:

1. To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. To control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

This includes occasions when the pupil is not on school premises e.g. school visits.

Section 45 of the Violent Crime Reduction Act 2006 gives headteachers and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected schools MUST call the Police. Further guidance is in the Department for Education's Guidance, 'Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies'.

Guidance will be given to staff through the school's Behaviour Management Policy on appropriate behaviour including the use of physical restraint. Further guidance to staff can be found in government guidance at <http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The school will consider their duties under the Equality Act 2010 in relation to making reasonable adjustments e.g. by planning positive and proactive behaviour support, through drawing up individual behaviour plans for more vulnerable children (e.g. those with SEN), and agreeing them with parents and carers, schools and colleges to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Any use of physical restraint or force will be recorded on the school's Incident Form. Parents and carers will be informed when restraint has been used and protocols will be agreed with parents and carers if use of restraint is thought likely. The member of staff with responsibility for Child Protection will check the record and give the member of staff involved in the incident a copy.

Children displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, behavioural, emotional and social difficulties, will be handed according to the 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties' at http://dera.ioe.ac.uk/15433/1/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf

S548 Education Act 1996 states that the use of force as a punishment is unlawful.

ATTENDANCE, THE SCHOOL ROLL AND MISSING PUPILS

The school can lawfully delete a pupil from the admission register on the grounds prescribed in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 for the following reasons:

- Removed from school by parents and being educated at home
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- Has a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school
- Is in custody for a period of more than four months due to a final court order
- Has been permanently excluded
- Is registered at another school and written confirmation has been received from the proprietor of the other school
- Is required to attend another school named on a court order.
- Has died
- Ceases to be of compulsory school age.

A child going missing from education is a potential indicator of abuse and neglect including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions. The school will follow up any absences, investigate and address the reasons and use every effort to improve attendance. If the school has exhausted all its efforts to improve attendance, a referral will be made to the Access & Engagement Service requesting statutory action via pupilservices@islington.gov.uk 020 7527 3747.

The school will give the Local Authority the name, date of birth and address of every pupil who does not go to school regularly and inform the LA if:

- A child has been continuously absent without authorisation for not less than 10 school days, specifying the cause if know.
- A child has been permanently excluded.
- A child is moving away from the area and is not known to have registered at another school.
- A child of compulsory school age has been taken off the roll because the parents have informed that school that the child will be taught at home (elective home education).

If a child leaves the school without notice being given by the parent or without the school being advised of the new address and/or the school the child is to attend, the school will notify the Access & Engagement Service so that missing pupil procedures can be initiated using the Missing Pupil Alert at Appendix 4.

If there are child protection concerns the appropriate referral will be made to the Children's Services Contact Team and/or the Police Child Abuse Investigation Team.

SPECIFIC SAFEGUARDING ISSUES

Further information on the specific safeguarding issues described below can be found on the NSPCC website, TES website and via the GOV.UK website. Guidance on children in further specific circumstances is also in the Islington Safeguarding Children Board's procedures on:

[:http://www.islingtonscb.org.uk/Pages/Are%20you%20worried%20about%20a%20child.aspx](http://www.islingtonscb.org.uk/Pages/Are%20you%20worried%20about%20a%20child.aspx)

Specific safeguarding issues include:

- Children and the Court system
- Child missing from education
- Child missing from home or care
- Child Criminal exploitation – County Lines
- Child sexual exploitation
- Children with family members in prison
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Mental health
- Peer on Peer Abuse
 - Bullying including cyberbullying (e.g. sexting)
 - Sexual violence and harassment
- Private fostering
- Preventing radicalisation
- Teenage relationship abuse
- Trafficking

PRIVATE FOSTERING

Privately fostered children (up to age 16 or 18 if disabled) are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to the Children's Services Contact Team (020 7527 7400) in relation to a child up to the age of sixteen, where:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the child's welfare

If a member of staff becomes aware that a child in the school may be in a private fostering arrangement, where the child is provided with care and accommodation by someone to whom they are not related in that person's home, the member of staff should raise this immediately with the Designated Safeguarding Lead. The DSL will notify the Children's Services Contact Team 020 7527 7400 of the circumstances, so that checks can be made that the arrangement is suitable and safe for the child.

Staff are aware of their legal duty to notify the LA of any private fostering arrangements and they will in the first instance inform the DSL.

Further information about private fostering arrangements can be found at:

<https://www.gov.uk/government/publications/private-fostering-better-understanding-of->

local arrangements For help in identifying private fostering arrangements, training staff or raising awareness amongst parents and carers, contact Susan.wilson2@islington.gov.uk

TRAFFICKED AND EXPLOITED CHILDREN

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, they may be being cared for by an adult who is not their parents or presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been Trafficked.'

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

As trafficking is closely related to child sexual exploitation, there is further guidance "Safeguarding Children and Young People from Sexual Exploitation" at:

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

CHILD SEXUAL EXPLOITATION

In 2017 the DfE published new guidance on Child Sexual Exploitation which replaces the 2009 guidance 'Safeguarding children and young people from sexual exploitation'.

This included a new definition of child sexual exploitation:

"Child Sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) In exchange for something the victim needs or wants, and/or
- (b) For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually assaulted even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." Child sexual exploitation is a form of child abuse. Essentially it involves children and young people receiving something – for example accommodation, drugs, gifts or affection – as a result of them performing sexual activities or having others perform sexual activities on them. It can occur without physical contact when children are groomed to post sexual images of themselves on the internet.

The three broad categories are:

1. inappropriate relationships
2. 'boyfriend' model of exploitation and peer exploitation
3. organised/networked sexual exploitation or trafficking.

The key indicators of child sexual exploitation can include:

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Appearing with unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional well-being
- Drugs and alcohol misuse
- Displaying inappropriate sexualised behaviour

Staff are aware that victims of sexual exploitation often do not recognise themselves as such.

As trafficking is closely related to child sexual exploitation there is further guidance “Safeguarding Children and Young People from Sexual Exploitation”:

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse it is clear they are especially important to identify and prevent child sexual exploitation.

If staff suspect a child has been sexually exploited or is at risk of sexual exploitation they must share the information with the Headteacher/DSL without delay, who should contact Children’s Services on 020 7527 7400 immediately. The DfE’s guidance “What to do if you suspect a child is being sexually exploited” is here :[What to do if you suspect a child is being sexually exploited - Publications - GOV.UK](#)

For queries about child sexual exploitation, contact Naomi.Bannister@islington.gov.uk.

CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti bullying procedures where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures. Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil’s sexualised behaviour should speak to the Designated Safeguarding Lead as soon as possible.

Further guidance is available at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

HARMFUL TRADITIONAL PRACTICES

The school recognises the abuse that children can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion and/or superstition and can include abuse linked to a belief in spirit possession, breast ironing and force feeding as well as forced marriage, female genital mutilation, honour based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the child and can involve bias against groups of children, particularly girls and children with disabilities. Many involve physical abuse and pain, leading in some cases intentionally to death or serious injury. Others involve mental abuse.

If a member of staff suspects a child may be at risk of abuse through a harmful traditional practice, they should follow usual child protection procedures by alerting the DLS promptly.

Further guidance is available on the Islington Safeguarding Board website:

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages-Harmful-Practices.aspx>

FORCED MARRIAGE/HONOUR VIOLENCE/KILLINGS

It is an offence to force someone to marry against their will – Section 74 of the Serious Crime Act 2015. 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 are pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage' <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/publications>

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves or from the child's peer group or a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has often been linked to 'honour killing' or violence.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

Concerns must be shared with the Headteacher/DSL immediately, who should respond to suspicions of a forced marriage or honour based violence by making a referral to the Children's Services Contact Team on 0207 527 7400 and if the risk is acute, to the Police Child Abuse Investigation Team 020 8733 4286. School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.**

Further information and advice can be obtained from the Forced Marriage Unit <https://www.gov.uk/stop-forced-marriage> 020 7008 0151 and the Karma Nirvana Honour Network Helpline 0800 5999 247

DOMESTIC VIOLENCE

Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence of abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect. From 2002 the legal definition of significant harm includes "the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home." Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the Designated Safeguarding Lead, who should in turn refer the matter to the Children's Services Contact Team on 020 7527 7400.

Supplementary guidance is contained in the London Safeguarding Children Board's "Safeguarding Children Abused through Domestic Violence":

http://www.londonscb.gov.uk/files/procedures/dv/safeguarding_children_abused_through_dv.pdf

FEMALE GENITAL MUTILATION

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003.

Guidance is available in 'Safeguarding Children from Female Genital Mutilation' <http://www.education.gov.uk/childrenandyoungpeople/safeguarding/safeguardingchildren/a00772224/safeguarding-children-from-female-genital-mutilation>. Guidelines for schools are contained in Chapter 9 of 'Female Genital Mutilation, Multi agency Guidelines' Practice' at <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>.

There is now a legal requirement to report 'known' cases of FGM, that is, instances whereby the victim/survivor is under 18 years of age and has made a disclosure and/or there is visual confirmation that FGM has taken place. There is no requirement to look for visual evidence. Reports of 'known' cases must be made to the police within a maximum time-frame of one month of the initial disclosure/identification.

Contact dedicated helpline for advice and support:

An NSPCC helpline will give advice, information and support for anyone concerned that a child's welfare is at risk because of FGM. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services. The Metropolitan Police Force is also supporting the FGM helpline as part of its crime prevention work. If you are worried that a child may be at risk of FGM you can contact a 24 hour helpline anonymously on 0800 028 3550 or e mail fgmhelp@nspcc.org.uk.

It is illegal in the UK to subject a child to FGM or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. FGM is a form of child abuse common to some African, Asian and Middle Eastern communities in the UK. This illegal and life-threatening initiation ritual leaves victims in agony and with physical and psychological problems that can continue into adulthood. Carried out in secret and often without anaesthetic it involves the partial or total removal of the external female genital organs. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. School staff should be alert to the following indicators:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Long periods of times away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- There may be prolonged or repeated absences from school or college
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM
- A girl may be particularly reluctant to undergo normal medical examinations
- A girl may confide in a professional
- A girl may ask for help but may not be explicit about the problem due to embarrassment or fear

- A girl may talk about pain or discomfort between her legs
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Any information or concern that a child is at immediate risk of or has undergone FGM should result in a child protection referral to the Children's Services Contact Team on 020 7527 7400.

Staff should be alert to the need to act quickly and not to mediate with or alert parents to professionals' concerns.

An NSPCC help will give advice, information and support for anyone concerned that a child's welfare is at risk of because of FGM. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services. The Metropolitan Police force is also supporting the FGM helpline as part of its crime prevention work. If you are worried that a child may be at risk of FGM you can contact a 24-hour helpline anonymously on 0800 028 3550 or email fgmhelp@nspcc.org.uk.

YOUNG CARERS

In many families children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development.

The school will refer to Family Action islingtonandcamdenyoungcarersreferrals@family-action.org.uk if they suspect a child has caring responsibilities and/or seek advice:

- Email: islington.youngcarers@family-action.org.uk
- Telephone 020 7226 6933
- Address: Family Action Islington, Young Carers Services, 608 Holloway Road, London N19 3PH.

Government guidance is contained in 'Improving Support for Young Carers'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182291/DFE-RR084.pdf

YOUNG RUNAWAYS

Statutory guidance for children who run away and go missing from home or care is available on:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance - Missing_from_care_3_pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_pdf)

A Young Runaway's Action Plan is also available on:

<https://education.gov.uk/publications/standard/publicationDetail/Page1/RUNAWAYS08>

The school recognises that repeatedly going missing should not be viewed as a normal pattern of behaviour. For example, repeat episodes of a child going missing can indicate sexual exploitation.

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and

maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

The school will educate young people about the dangers of running away and encourage them to seek support rather than run away; some children run away because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them. As a school, we are well placed to advise young people about the dangers of running away and to point them to available support. If school staff become aware of a young runaway, they should inform the DSL who will alert the school's Police Liaison Officer and parents/carers. A return interview should always be offered by Targeted Youth Support.

FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause. Fabricated or induced illness is most commonly identified in younger children. There are three main ways of the parent fabricating or inducing illness in a child:

- Fabrication of signs and symptoms including past medical history
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of body fluid
- Induction of illness by a variety of means

Fabrication of illness may result in a child experiencing physical and/or emotional harm. Signs include:

- The state of health of the child which may vary from being entirely healthy to being sick
- The parental view which may be neglectful or cause excessive intervention
- The medical view which may be dismissive or perform excessive intervention or treatment

Staff should report a concern to the Designated Safeguarding Lead.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

OFSTED: INSPECTING SAFEGUARDING IN EARLY YEARS AND EDUCATION

In August 2016 Ofsted published new guidance setting out the key areas of safeguarding inspections. The significant themes include: 1. Staff are expected to be aware of their safeguarding responsibilities. 2. Schools and colleges should be safe environments where children and young people can learn and develop. 3. Inspectors will consider how well leaders and managers have created a culture of vigilance where children and young people's welfare is promoted and where timely and appropriate safeguarding action is taken, or where learners need extra help or who may be suffering or likely to suffer harm. 4. Schools and colleges must ensure staff exercise professional judgement well in keeping children and young people safe. 5. Schools and colleges must fulfil their statutory responsibilities well.

https://www.gov.uk/search?q=Inspecting+safeguarding+in+early+years%2C+education+and+skills+settings&show_organisations_filter=true

CONTACT DETAILS

Named child protection responsibility:

Designated Safeguarding Lead, Upper School – Kate Orange (Deputy Mathew Miller): 020 7249 6273

Designated Safeguarding Lead, Nursery – Salima Keshavjee (Deputy Mihaela Zama): 020 7354 2113

Council of Management members with child protection responsibility: Dawn Brindle (Chair), Jane MacLean: contact via Sue Garcin on 020 7354 2113

Name of Looked after Children Officer: Kate Orange (Nursery and Upper School)

Name of SENCO: Julia Soper

Name of member of Council of Management with responsibility for Looked after Children and SEN: Dawn Brindle

Children's Services Contact Team: for children's referrals:

Monday-Friday 9.00am-5.00pm: 020 7527 7400

All other times: 020 7226 0992

csctreferrals@islington.gov.uk

Children's Social Care Out of Hours (after 5pm and weekends): 020 7226 0992

Islington Child Protection Advisors:
020 7527 8101

Principal Officer Safeguarding in Education (POSE):
020 7527 5845/3747

Local Authority Designated Officer (LADO):
020 7527 8102/8066

Islington Police Child Abuse Investigation Team:
020 8733 4286
or call 999 in an emergency

Islington Safeguarding Children Board:
020 7527 4209/4234

Islington Women's Aid (Solace):
0808 802 5565

Domestic Violence National Helpline:
0808 200247

Forced Marriage Unit:
020 7008 0151

Karma Nirvana Honour Network Helpline:
0800 5999 247

OTHER USEFUL CONTACTS/WEBSITES

Ofsted: 0300 123 1231

NSPCC Helpline: 0808 800 5000
Weston House, 42 Curtain Rd, London EC2 3NH.

www.nspcc.org.uk

General advice from the NSPCC on talking to children about difficult topics:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics?>

CONTACTS FOR PARENTS AND CARERS, CHILDREN AND YOUNG PEOPLE

Childline:
0800 1111
<http://www.childline.org.uk>

Parentline Plus:
0808 800 2222
www.parentlineplus.org.uk

Online Safety:

<http://www.thinkuknow.co.uk>

<http://www.thinkuknow.co.uk/Parents>

<http://www.ceop.police.uk>

STATUTORY GUIDANCE AND LEGISLATION

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- London Child Protection Procedures 5th Edition 2017
- Protection of Freedoms Act 2012
- Education and Inspections Act 2006
- Education Act 2011
- S17/47 Children Act 1989
- Children Act 2004
- S175/157 Education Act 2002
- S26 of the Counter-Terrorism and Security Act 2015
- S74 of the Serious Crime Act 2015
- Female Genital Mutilation Act 2003
- Anti-Social Behaviour, Crime and Policing Act 2014 (forced marriage)
- S35045 Safeguarding Vulnerable Groups 2006
- The Education (Health Standards) (England) Regulations 2003
- The Education (Independent School Standards) (England) Regulations 2014
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940T
- The Education (School Teachers Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- What to Do If You're Worried A Child Is Being Abused 2015
- Equality Act 2010
- The Common Law Duty of Care
- Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers 2015
- Statutory Framework for the Early Years Foundation Stage 2014
- When to suspect child maltreatment (National Institute for Health and Care Excellence 2009)

This Policy should be read in conjunction with the following policies.

Anti Bullying

Behaviour Management

Confidentiality

Data Protection

Good Behaviour

Staff Code of Conduct

Acceptable Use

Health and Safety

Internet Safety

Intimate Care

Missing Child

Outings
Recruitment, Selection and Vetting
Risk Assessment
Staff Code of Conduct
Uncollected Children
School Security
Fire Drill Procedures
Medicine
Emergency Response Plan
First Aid
Infection Control
SEND
Equality and Diversity
Use of Photographic Images

FOR ALL STAFF TO SIGN:

I have read The Child Protection Policy and agree to comply with the procedures laid down in this document.

Signed _____ Date _____

APPENDIX 1

CHILD WELL-BEING INCIDENT FORM (including allegations and reporting of initial concerns) TO BE COMPLETED BY NAMED DESIGNATED SAFEGUARDING LEAD

Name of School _____

PERSONAL DETAILS:

Name of Child: _____

Age: _____

Date of Birth: _____

Home Address: _____

Post Code: _____

Parent/Carer's Name: _____

Home Tel. No: _____

Parent/Carer's Work No: _____

Mobile No: _____

INCIDENT:

Nature of incident, concerns, allegations including date/s and time/s:

REPORTING:

Name of person reporting incident: _____

Address: _____

Tel No: _____

Date incident reported: _____

Time incident reported: _____

Have you or anyone else spoken to the parents/carers? YES/NO

If yes, please provide details below of what was said and the date on which the parents/carers were spoken to:

Have you spoken to the child? YES/NO

If yes please provide details of what was said including date child was spoken to:

If this record concerns an allegation, have you spoken to the person the allegation was being made against? YES/NO

If yes please provide details of what was said including date of discussion:

Please provide details of any further action taken to date:

Have you informed the statutory authorities, Children's Social Care, Police? Please give details and who you informed:

YOUR SIGNATURE:

I certify that the details provided on this form are true.

Signature _____ Date _____ Time _____

APPENDIX 2
RECORD OF CONCERN TRACKING FORM

School

CHILDDOB.....

Date	Concern	Discussed with	Action Agreed/Taken	Others present	Recorded by (print name)	Sign

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**APPENDIX 3
CHRONOLOGY**

Date & Time	Nature of Contact (include names)	Key issues discussed and actions agreed or taken in response	Signature and Role

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**APPENDIX 4
MISSING PUPIL ALERT**

Current school	
Child's Name	
Date of Birth	
UPN	
Date of last Attendance	
Parent/Carer Name/s	
Address	
Telephone Numbers	Mobile Home Work
Other known contacts (name, relationship, telephone number, email)	

PLEASE COMPLETE THE RISK ASSESSMENT OVERLEAF

DECLARATION

I confirm the pupil remains on the school roll in line with Islington's procedure for Missing Pupils

Heateacher's signature

Please send completed form by secure email to: PupilServices@islington.gov.uk

MISSING CHILD RISK ASSESSMENT RECORD

Name of child missing	
Date child went missing	
Date of child's last attendance	
Has the child been seen since this date (e.g. outside the school in the local area)	
Address from which the child is missing	Same as overleaf
If different please provide relevant address	
POTENTIAL RISKS	
FACTOR	Tick all that apply and provide additional details where applicable
1. 10 years old or under	
2. 11 to 14 years of age	
3. 15 to 18 years of age	
4. Has a Child Protection Plan	
5. Needs essential medication or treatment (e.g. asthma, inhaler, insulin etc)	
6. May not have the physical ability to interact safely with others or in an unknown environment (e.g. visually impaired history of abuse or inappropriate adult/stranger relationships, SEN etc.)	
7. Lacks reasonable awareness of the risks associated with running away (e.g. learning difficulty)	
8. Known to associate with adults or children who present a risk of harm e.g. sexual offenders, offenders against children	
9. Mental illness or psychological disorder	

that may increase risk of harm to themselves or others	
10. Drugs and/or alcohol dependency	
11. Suspicion of abduction	
12. Suspected suicide or self-harm	
13. Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.\	
15. inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	
17. Family employment problems	
18. Family financial problems	
19. School or college problems	
20. Ongoing victim of bullying, harassment or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim of forced marriage, FGM or trafficking, incl. for sexual exploitation	

SUMMARY	
Other risks Please comment on any other risks not covered above	
Summary of actions taken Include attempts to talk to child on mobile phone and attempts to contact friends and family	
Completed by (full name)	
Signature	
Date	

**APPENDIX 5
OFF-ROLLING NOTIFICATION FORM**

GOLDEN RULES Please send completed form by secure email to:

PupilServices@iislington.gov.uk

- ❖ Do obtain a named school destination
- ❖ Do not use vague destinations (e.g. gone to Scotland/Birmingham/moved abroad)
- ❖ Do confirm with the new school that the pupil is attending *before* off-rolling
- ❖ Please complete all fields on this form
- ❖ Ensure this form is signed by the headteacher

PUPIL DETAILS			
Current school			
Child's name			
Child's date of birth			
UPN			
Parent/Carer name/s			
Address			
Telephone numbers		Mobile	Home
		Work	
Forwarding address, contact number (even if international), email			
NEW SCHOOL DETAILS			
Name of new school			
New school contact details			
Start date at new school			
Have you confirmed the pupil is attending?	YES/NO	Has pupil's CTF (Common Transfer File) been uploaded to s2s?	YES/NO
Has the new school requested the pupil file?	YES/NO	Has the new school been added to SIMS tab 11	YES/NO
Are there any safeguarding concerns?	YES/NO	If yes what actions have you taken?	
REASON FOR LEAVING			
Reason code/grounds for off-rolling (see guidance)	1 2 3 4 5 6 7 8 9		
DECLARATION I Confirm that this pupil has been removed from the school's roll in line with statutory regulations (The Education (Pupil Registration) (England) Regulations 2006	Head's Signature		

APPENDIX 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have disassociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration; local community tensions; events effecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – the student/pupil may have perceptions of injustice, a feeling of failure or rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration.
- Special Educational Needs – student/pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. More critical risk factors could include:

- Being in contact with extremist recruiters
- Assessing violent extremist websites especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identify crisis and/or personal crisis.

I confirm that I have read and understood the Child Protection Policy

Name

Signed:

Date.....